



Rocketship Public Schools CA Board Committee Meeting Agenda (2025-26 - Q4)

Thursday, June 4, 2026 at 4:00 PM PST

2001 Gateway Pl Ste. 230E, San Jose, CA 95110

Teleconference locations:

683 Sylvandale, San Jose, CA 95111

1700 Cavallo Rd, Antioch, CA 94509

2351 Olivera Rd, Concord, CA 94520

909 Roosevelt Ave, Redwood City, CA 94061

6110 Stoneridge Mall Rd. Pleasanton, CA 94588

5045 Valley Crest Dr #215, Concord, CA 94521

1. Opening Items

- A. Call to Order
- B. Public comment on off-agenda items

2. Consent Items

- A. Approve minutes from the May 7, 2026 meeting of the Rocketship CA Board Committee

3. Information Items

- A. Mission Moment

4. Action Items: Operations - Review and Recommend Approval

- A. Recommend Approval of the 2026-27 California Family Handbook to the Rocketship Board of Directors
- B. Recommend Approval of the 2026-27 Employee Handbook to the Rocketship Board of Directors

5. Information Items

- A. Executive Director Update
- B. Q3 Financial Review

6. Action Items: Finance - Review and Recommend Approval

- A. Review the 2026-27 Annual Plan and Recommend Approval of the 2026-27 Rocketship Education CA Budget and all CA School Level Budgets to the Rocketship Board of Directors

7. Break

8. Action Items: LCAPs - Review and Recommend Approval

- A. Recommend Approval of the CA School Dashboard 2025-26 Local Indicator Data to the Rocketship Board of Directors
- B. Recommend Approval of the Local Control Accountability Plans (LCAPs) for all CA Rocketship schools to the Rocketship Board of Directors

9. Information Items

- A. After School Program Update
- B. EOY Achievement Update
- C. 2026-27 Enrollment Update

10. Adjournment

- A. Adjourn Meeting

PUBLIC COMMENT: Members of the public can make comment on off-agenda items at the start of the meeting, and on agenda items immediately preceding the board's discussion of each item. You will be recognized once the public comment time begins, and be permitted to make comment for a duration of up to 3 minutes.

THE ORDER OF BUSINESS AND TIMINGS MAY BE CHANGED WITHOUT NOTICE: Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice, provided that the Board takes action to effectuate such change.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting us at compliance@rsed.org.

SPANISH & VIETNAMESE TRANSLATION: If you need Spanish or Vietnamese audio translation in order to access the Rocketship Board meeting, please send a request to compliance@rsed.org at least 24 hours before the start of the meeting. If you would like to make a public comment in Spanish or Vietnamese and would like us to translate to English for the Board, please send a request to compliance@rsed.org at least 24 hours before the start of the meeting.

Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Rocketship, envíe una solicitud a compliance@rsed.org por lo menos 24 horas antes del inicio de la reunión. Si desea hacer un comentario público en español y desea que lo traduzcamos al inglés para la Mesa Directiva, envíe una solicitud a compliance@rsed.org por lo menos 24 horas antes del inicio de la reunión.



Rocketship Schools CA Board Committee Meeting Minutes (2025-26 - Q4)

Thursday, May 7, 2026 at 5:00 PM PST

2001 Gateway Pl Ste. 230E, San Jose, CA 95110

Teleconference locations:

683 Sylvandale, San Jose, CA 95111

1700 Cavallo Rd, Antioch, CA 94509

2351 Olivera Rd, Concord, CA 94520

909 Roosevelt Ave, Redwood City, CA 94061

41 South 19th Street, San Jose, CA 95116

2900 Cosgrave Ave, Oakland, CA 94605

1670 Las Plumas Ave, San Jose, CA 95133

4763 North Spago Drive, Dublin, CA 94568

6110 Stoneridge Mall Rd. Pleasanton, CA 94588

18370 Burbank Blvd, Suite 100, Tarzana, CA 91356

5045 Valley Crest Dr #215, Concord, CA 94521

1. Opening Items

A. Call to Order

At 5:02pm, Ms. Bernal-Samano took roll call. With a quorum of committee members present, Ms. Bernal-Samano called the meeting to order.

Present: Diana Phuong, Hugo Castaneda, Nicole White, Patrick Hoynes, Yolanda Bernal-Samano

Absent: Raymond Raven, Tamara Peterson

B. Public comment on off-agenda items

At 5:02pm, Ms. Bernal-Samano called for public comment on off-agenda items. No members of the public provided public comment.

2. Consent Items

At 5:04pm, a motion to approve consent items 2(A-B) was made by Ms. White, seconded by Ms. Phuong, and carried unanimously by a roll call vote.

Yes: Diana Phuong, Hugo Castaneda, Nicole White, Patrick Hoynes, Yolanda Bernal-Samano

No: --

Abstain: --

- A. Approve minutes from the February 26, 2026 meeting of the Rocketship CA Board Committee
- B. Review and recommend approval of the 2026-27 California Board Committee meeting calendar to the Rocketship Board of Directors

3. Information Item

- A. Mission Moment

At 5:05pm, the committee discussed information item 3(A). No action was taken.

4. Action Items: Agreements - Review and Recommend Approval

At 5:10pm, the committee discussed action item 4(A).

At 5:11pm, Tamara Peterson joined the meeting.

At 5:21pm, a motion to recommend approval of action item 4(A) to the Rocketship Board of Directors was made by Mr. Castaneda, seconded by Ms. Peterson, and carried unanimously by a roll call vote.

Yes: Diana Phuong, Hugo Castaneda, Nicole White, Patrick Hoynes, Yolanda Bernal-Samano, Tamara Peterson

No: --

Abstain: --

- A. Review and Recommend Approval of the Contract Extension #2 Agreement with Nob Hill Catering, Inc., DBA The LunchMaster to the Rocketship Board of Directors
- B. Review and Recommend Approval of the Contract Extension #2 Agreement with Bigbreak, LLC, DBA Chefables to the Rocketship Board of Directors

5. Information Items

- A. Executive Director & Board Updates

At 5:21pm, the committee discussed information item 5(A). No action was taken.

- B. 2026-27 CA Regional Priorities

At 5:27pm, the committee discussed information item 5(B). No action was taken.

- C. Talent Update

At 6:27pm, the committee discussed information item 5(C). No action was taken.

6. Action Item: LCAP Item - Review and Recommend Approval

- A. Review and Recommend Approval of the Local Control Accountability Plans (LCAPs) for all CA Rocketship schools to the Rocketship Board of Directors

At 6:45pm, the committee discussed action item 6(A).

At 7:00pm, Ms. Peterson left the meeting.

At 7:02pm, a motion to recommend approval of action item 6(A) to the Rocketship Board of Directors was made by Mr. Hoynes, seconded by Mr. Castaneda, and carried unanimously by a roll call vote.

Yes: Diana Phuong, Hugo Castaneda, Nicole White, Patrick Hoynes, Yolanda Bernal-Samano

No: --

Abstain: --

7. Adjournment

A. Adjourn Meeting

At 7:05pm, a motion to adjourn the meeting was made by Ms. White, seconded by Ms. Phuong, and carried unanimously by a roll call vote.

Yes: Diana Phuong, Hugo Castaneda, Nicole White, Patrick Hoynes, Yolanda Bernal-Samano

No: --

Abstain: --

ROCKETSHIP

PUBLIC SCHOOLS

Executive Summary Rocketship Education Board of Directors June 11, 2026

Agenda Item: 4(A) Subject: Approve 2026-27 Rocketship Education California Student and Parent Handbook	X	OPEN/ACTION
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education (“**RSED**”) Board of Directors (“**RSED-Board**”) approve the 2026-27 Rocketship Education California Student and Parent Handbook (“**Handbook**”).

Background:

The Handbook is reviewed annually to ensure compliance with federal, state, and local laws, and to reflect operational changes and updates within the schools.

The primary content changes to the Handbook include:

- **About Rocketship (Pages 1–2):** Refreshed the Rocketship Story, Mission, and Vision to reflect our current organizational goals and model.
- **Campus Access & Visitors (Page 22):** Updated process for campus access, specifically clarifying verification procedures for Child Protective Service representatives.
- **Electronic Surveillance and Third Party Recording (Page 24-25):** Added parameters regarding the use of personal recording and monitoring devices on campus.
- **Academic Integrity Policy (Page 35):** Introduced a network-wide policy establishing clear ethical standards for student work and academic honesty.
- **Immigration Enforcement Policy (Page 100):** Introduced a new notice pursuant to recent California law changes, fulfilling the requirement for annual parental notification.
- **Teacher Qualification Information (Page 116):** Relocated Teacher Qualification Information to the "Notification of Rights" section to better align with annual parental disclosure.

To meet the language needs of the RSED California community the Handbook will be translated and available in the following languages: English, Spanish, and Vietnamese.

Summary of Previous Board Action by Board:

On June 11th, 2025 the RSED-Board approved the 2025-2026 Rocketship Education California Student and Parent Handbook.

Fiscal Impact:

Budgeted. Additional cost for language translation and printing in an amount to be determined.

Submitted by:

Abigail Gifford, Senior Legal Counsel

Maricela Guerrero, Executive Director, CA

ROCKETSHIP PUBLIC SCHOOLS

Rocketship Alma Academy
Rocketship Brilliant Minds
Rocketship Delta Prep
Rocketship Discovery Prep
Rocketship Futuro Academy
Rocketship Fuerza Community Prep
Rocketship Los Sueños Academy
Rocketship Mateo Sheedy Elementary
Rocketship Mosaic Elementary
Rocketship Redwood City Prep
Rocketship Rising Stars Academy
Rocketship Sí Se Puede Academy
Rocketship Spark Academy

Student/Parent Handbook
2026-2027 School Year
California

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Please note that Rocketship may enact additional, supplemental, or alternative policies or procedures to accommodate developing changes in circumstances, public health related matters, and/or changes in the law or compliance obligation. Families will be expected to comply with any such policies or procedures in the same manner as any policies and procedures contained in this handbook. The policies provided in this handbook are subject to ongoing review and board approval.

ABOUT ROCKETSHIP

Rocketship Public Schools ("Rocketship") is a nonprofit network of public elementary charter schools dedicated to equal access to opportunity for all. We believe in the infinite possibility of human potential – and that every student deserves the right to dream, discover, and develop into their best self.

Our mission is to catalyze transformative change in underserved communities through a scalable and sustainable school model that propels student achievement, develops exceptional educators, and fosters deep partnership with parents. Rocketship schools deliver gap-closing instruction to elementary school students across California, Tennessee, Wisconsin, and Washington D.C.

OUR STORY

Rocketship's story began in San Jose, CA, inspired by Father Mateo Sheedy, a parish pastor with a bold vision for his community. When he discovered that none of the hundreds of children in his parish met the academic requirements to attend a top-tier university, he set out to create a high-quality K-12 education pipeline in low-income neighborhoods. His vision lived on after his passing, when a group of dedicated educators and community members co-founded Rocketship Mateo Sheedy Elementary in 2006.

Students quickly showed strong academic results, and waiting lists grew. It became clear that the need for high-quality elementary education extended far beyond one neighborhood. Driven by parent demand and community organizing, Rocketship began opening new schools across the country. Today, the network operates 22 schools across California, Tennessee, Wisconsin, and Washington D.C., continuing to build on Father Sheedy's original vision of expanding access to excellent education for students in underserved communities.

OUR MISSION AND VISION

At Rocketship Public Schools, we believe in the infinite possibility of human potential. Every student deserves the right to dream, to discover, and to grow into their best self – and it is our responsibility and privilege to help make that possible. Through our nonprofit network of public elementary charter schools, we propel student achievement, develop exceptional educators, and partner with parents to enable high-quality public schools to thrive in the communities we serve.

Our Vision: Equal access to opportunity for all.

Our Mission: To catalyze transformative change in underserved communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

OUR MODEL

Rocketship's model is built on three core pillars:

Personalized Learning. Every student has a unique set of needs, and Rocketship meets them by tailoring instruction, content, and pace through a carefully designed combination of whole-group and small-group classroom instruction, adaptive technology, and targeted tutoring.

Talent Development. Excellent teachers and leaders are the foundation of transformational schools. Rocketship invests deeply in the growth and development of every educator and leader to ensure they have a profound and lasting impact on students and communities.

Community Power. Engaged parents are essential partners in their children's education. Rocketship develops parent leaders who become powerful advocates for their children and champions for high-quality public education in their communities.

Instructionally, Rocketship uses a distinctive and intentional rotational model, unique in elementary education. Rather than a traditional one-size-fits-all classroom experience, students rotate between Humanities, STEM, and a Learning Lab — a dedicated space where students engage with adaptive online programs in math and literacy, build technology skills, and receive targeted small-group tutoring. This model is designed to give every Rocketeer the individualized support they need to grow and reach their full potential.

CONTACT INFORMATION

SCHOOL SITES

Please refer to your school's addendum for details about your school's site and contact information.

WEBSITE

Rocketship's website is www.rocketshipschools.org. Here, you can find general information about Rocketship, including our educational model, our management team, and other schools in our network. Rocketship's website also includes school-specific school staff contact information; parent resources, including an electronic version of this Handbook; Rocketship's Non-Discrimination Statement, Title IX Policy, and Title IX Complaint and Investigation Procedures; school calendars; and other informational materials about the school.

ADMISSIONS AND ENROLLMENT

Rocketship Schools are public charter schools. Charter schools operate independently from the local school district and must be approved by a local charter school authorizer to open.

Charter schools are public schools that are tuition-free and open to any student who wishes to attend. They allow parents, organizations, and communities to restore, reinvent, and re-energize our public school system.

Rocketship will not administer any test or assessment to students prior to acceptance and enrollment into Rocketship. Rocketship will not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

CALENDAR AND ATTENDANCE

SCHOOL SCHEDULE

Please refer to your school's addendum for details about your school's schedule.

LAUNCH

Each Rocketship campus begins the school day with Launch, which is a period for the whole school to come together and talk about a school-wide focus. During Launch, the school may also promote a particular successful student habit, teach a new school management system, discuss progress toward achievement goals, and foster school culture and pride. The whole school, including the staff, may also learn a song or dance together or celebrate a particular student or classroom's recent accomplishment.

OFFICE HOURS

Our front office staff is excited to offer assistance to our community. We encourage families to call or email our team with all requests and concerns.

The front office is closed on the days when students do not have school. These include holidays, staff professional development days, parent conference days, winter vacation, and spring break.

Please refer to your school's addendum for your school's office hours and contact information.

ATTENDANCE AND TRUANCY

Rocketship deeply values the presence and participation of all students within our school community. If students regularly miss school, are late, or leaves school early, they will miss out on meaningful learning experiences and can fall behind. Rocketship makes every effort to partner with families to ensure that students are on time and present every school day.

Definitions

Late. Students shall be classified as late if the student arrives after the start of the school day, but within 29 minutes of the start time.

Tardy. Students shall be classified as tardy if the student arrives more than 30 minutes after the start of the school day.

Unexcused Absence. A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.

Truant. A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Executive Director or designee.

Habitual Truant. A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.

Chronic Truant. A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

Excused and Unexcused Absences and Tardies

All students are expected to be on time and present in school every day.

Excused Absences

Proper notification and/or documentation is required for a student's absence, tardiness, or early dismissal from school to be marked as excused on the student's attendance record. Such notification must be submitted within **24 hours** of the student's absence.

If Rocketship does not receive verification within this window, the student's absence will be considered unexcused and cannot be changed. The charts below explain the type of notification and/or documentation required to excuse absences.

Reason for Absence	Documentation Needed	Other Notes
Personal Illness, including an absence for the benefit of the pupil's mental or behavioral health	Written notice from parent/guardian (less than three consecutive days).	If a student is out sick for more than two consecutive days, a doctor's note is required beginning on the third day and beyond.
Health-related appointments/treatments (i.e. medical, dental, optometrical, chiropractic).	Signed note from physician's office	
Attending funeral services or grieving the death of either an immediate family member or close association.	Written notice from parent/guardian.	Absence may not be more than five days. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil
A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall		

be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.		
In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience.	Written note from parent/guardian	For a maximum of up to five (5) days per school year
A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.		
In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience.	Written note from parent/guardian	For a maximum of up to five (5) days per school year
For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died: • To access services from a victim services organization or agency. • To access grief support services. • To participate in safety planning or to take other actions to	Written notice from parent/guardian.	Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator.

increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.		"Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
Head lice.	Written documentation of head lice.	Return to school subject to note and inspection under Rocketship's Head Lice Policy.
Exclusion due to quarantine under the direction of a county or city health officer.	As directed by the local health department.	
To permit the student to spend time with an Immediate family member serving in the armed forces.	Written notice from parent/guardian. For longer absences, additional documentation may be required.	The family member must be an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment. The length of absence shall be determined at the discretion of the Principal.

Lawful suspension.	Documentation of suspension pursuant to Rocketship Suspension & Expulsion Policy.	

Unexcused Absences

Some kinds of absences may not be considered excused, even with proper documentation. These include, but are not limited to, the following: non-documented appointments, sick days with no parent notification of the school, oversleeping, car problems, cutting classes, errands, babysitting, and vacationing outside of scheduled school breaks. The Principal, in consultation with their supervisor, when necessary, has the discretion to determine whether an absence should be excused or unexcused.

Notifying Parents of Unexcused Absences

Rocketship will make reasonable and diligent efforts to contact a student's parent/guardian on the same day and each time a student has an unexcused absence, with daily follow-ups as necessary.

Missing Assignments

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Leaving School During the Day

We expect that parents/guardians will make every effort to schedule appointments after school. However, if an appointment during the school day is unavoidable, the student must bring a signed note from their parent/guardian at the beginning of the day that includes the reason for the partial absence, the time of departure from school, and the estimated time of the student's return to school. If the student has a doctor's appointment, the student must bring a note from the doctor upon return. Whenever possible, students are expected to return to school after their appointments.

Early departures for reasons that do not directly involve the student (i.e., appointment for another family member) are generally not excused but may be excused at the Principal's discretion.

Students who become ill at school must check in at the office and remain at school until their parent/guardian arrives or gives permission for the student to leave campus in accordance with

Rocketship's Student Release Policy. Under no circumstances may a student go home without the permission of a parent or guardian.

To support safe and efficient operations at the school, families are asked to participate in the regular dismissal process. Absent an emergency, students will not be released within 10 minutes of the school's regularly-scheduled dismissal time.

Vacations

Rocketship builds vacations into its school calendar. Family vacations should be planned around these dates. Students who take additional vacation time are not assured make-up work or credit.

Recurrent Late Arrivals

Recurrent late arrivals may subject families to interventions.

After a student accumulates five (5) late arrivals (excused or unexcused), the family will be asked to participate in an Attendance Expectations Meeting at the school.

After a student accumulates ten (10) late arrivals (excused or unexcused), the family will be asked to attend a meeting with a School Leader and to sign an attendance contract.

The Principal has discretion to waive the intervention requirement in rare cases, depending on the circumstances. If a parent/legal guardian does not show up or refuses to attend an attendance meeting when ample notice has been provided, an intervention plan may still be enacted. A copy of the contract will be sent or delivered to the student's address on file.

Truancy Procedures

<u>Stage 1</u> Student meets Truant classification. Stage 1 is for three (3) unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated three (3) or more unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "truant" status and the parent/guardian will be sent the <i>First Notification of Truancy</i> . Written communication of the <i>First Notification of Truancy</i> may be sent through mail and/or electronic mail. Failure to compel the student's attendance at school could result in the parent/guardian being found guilty of an infraction under California law.
<u>Stage 2</u>	After a student has accumulated six (6) or more unexcused absences and/or tardies over 30 minutes, Rocketship will

Student has accumulated a total of six (6) unexcused absences and/or unexcused tardies over 30 minutes.	notify the student's parent/guardian of the student's "habitual truant" status and the parent/guardian will be sent the Second Notification of Truancy or Excessive Absences. Written communication of the <i>Second Notification of Truancy or Excessive Absences</i> communication may be sent through mail and/or electronic mail. The parent/guardian must also appear at an attendance meeting with School Leadership that may include the Principal, the Office Manager, and/or other members of campus leadership. Rocketship will provide at least one (1) week's notice of the scheduled meeting date.
<u>Stage 3</u> Student has accumulated a total of nine (9) unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated nine (9) or more unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "habitual truant" status and the parent/guardian will be sent the Third Notification of Truancy or Excessive Absences. Written communication of the Third Notification of Truancy or Excessive Absences may be sent through mail and/or electronic mail. The parent/guardian is required to appear and participate at an attendance meeting with School Leadership that may include: the Principal, Office Manager, and/or other members of campus leadership and their student's teachers to develop an Attendance Intervention Plan. Rocketship will provide at least one (1) week's notice of the scheduled meeting date. Failure to appear at the attendance meeting, and/or failure to improve attendance and/or uphold commitments of the Attendance Intervention Plan may result in a referral for further action.
<u>Stage 4</u> Student has accumulated a total of twelve (12) unexcused absences and/or	After a student has accumulated twelve (12) or more unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "chronic truant" status and the parent/guardian will be sent Notification of Student Attendance Review Team (SART)

unexcused tardies over 30 minutes.	I Conference. Written communication of the <i>Notification of SART I Conference</i> may be sent through mail and/or electronic mail. The parent/guardian is required to attend a Student Attendance Review Team (SART) Meeting. A <i>School Attendance Review Team (SART)</i> is a school-based team composed of School Leader(s), Teacher(s), CareCorps Coordinator(s), Wellness Team member(s), and ISE/Special Education Specialist(s) (as applicable) dedicated to addressing and supporting families experiencing escalated attendance issues. The existing attendance/intervention plan will be revisited and may be modified as needed. Parent/guardian and SART Team Members will also sign an Intervention/Attendance Contract. Rocketship will provide at least one (1) week's notice of scheduled meeting date. Failure to appear and/or failure to improve attendance and/or uphold commitments of the Intervention/Attendance Contract will result in a referral for further action.
<u>Stage 5</u> Student has accumulated a total of fifteen (15) unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated fifteen (15) unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "chronic truant" status and the parent/guardian will be sent the Notification of SART II Conference. Written communication of the <i>Notification of SART II Conference</i> may be sent through mail and/or electronic mail. The parent/guardian is required to attend a Second SART Meeting and must attend a Mandatory School Attendance Workshop. Rocketship will provide at least one (1) week's notice of any scheduled meeting date and/or workshop. The existing <i>Intervention/Attendance Contract</i> will be revisited and may be modified as the SART Team deems appropriate in its sole discretion. Parent/guardian and SART members will sign a Revised Intervention/Attendance Contract.

	Failure to appear and/or failure to improve attendance and/or uphold commitments of the Revised Intervention/Attendance Contract will result in a referral for further action.
<u>Stage 6</u> Student has accumulated a total of sixteen (16) <u>or more</u> unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated sixteen (16) <u>or more</u> unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "chronic truant" status and the parent/guardian will receive the Notification to Appear Before the Regional Attendance Review Board (RARB). Written communication of the <i>Notification to Appear Before the RARB</i> may be sent through mail and/or electronic mail. The Regional Attendance Review Board (RARB) serves as the final Rocketship review board. The RARB is charged with reviewing student's truancy matters in the final internal escalation phase. The RARB may include the following School Leaders: Associate Director of School Supports, Associate Director of CareCorps, Director of Schools, and may include a CareCorps Manager and/or other members of Regional or National Leadership. External governmental agencies (e.g., the District Attorney's Office, etc.) may be invited to this meeting at the sole discretion of the RARB. The focus of the RARB process is to ensure the family is clear on expectations and consequences of not meeting attendance expectations and commitments. For example, risk of retention, escalation to external governmental agencies, involuntary removal, etc. The parent/guardian is required to attend an Attendance Review Hearing. The previous stages, interventions, and contracts will be reviewed. The existing Revised Intervention/Attendance Contract may be modified as needed. Parent/guardian and RARB members will sign the Final Intervention/Attendance Contract. Rocketship will provide at least one (1) week's notice of scheduled meeting date. Failure to appear or failure to improve attendance or uphold commitments of the Final Intervention/Attendance Contract

	will result in further consequences such as risk of retention, involuntary removal, or other administrative actions.

If a student accumulates fifteen (15) or more consecutive unexcused absences without notifying the school of the reason for the absence, and Rocketship is unable to get in touch with the student's parent/guardian after reasonable and good faith efforts, Rocketship will drop the student from the school's roster and give such student's space to someone on the waitlist.

Independent Study

For extended absences, Independent Studies may be available and arranged by the principal in accordance with Rocketship's Independent Study Policy and procedures.

Removing Students from Rocketship Roster

Students Who Are Not in Attendance at the Beginning of the School Year

If a student fails to show up to school during the entire first week of the instructional school year, and the family does not notify Rocketship in advance, the student may forfeit their seat at the school and be placed last on the waitlist. Forfeiture under this policy is not construed as involuntary removal by Rocketship.

Student Enrollment and Attendance at Another School

Any documentation received by Rocketship regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a **voluntary** disenrollment and shall not trigger the Involuntary Removal Process below.

For all communications set forth in this process, Rocketship will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update Rocketship with any new contact information.

Involuntary Removal Process

No student shall be involuntarily removed by Rocketship for any reason unless the parent or guardian of the student has been provided written notice of Rocketship's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder.

The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with Rocketship's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Rocketship issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to Rocketship's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, Rocketship will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of Rocketship's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent Rocketship from making a similar recommendation in the future should student truancy continue or reoccur.

Referral to Appropriate Agencies or County District Attorney

It is the Rocketship's intent to identify and remove all barriers to the student's success, and Rocketship will explore every possible option to address student attendance issues with the family. For any unexcused absence, Rocketship may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, Rocketship shall notify the County District Attorney's office, which then may refer the matter for prosecution through the

court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

COMMUNICATION

This year, all Rocketship schools will be using a system called Parent Square to send messages to families. These messages may include information about upcoming school events, emergency notifications, attendance issues, or other issues about which the school feels it is important families are aware. The messages will be sent via text message, email, or phone call using the contact information that you provide upon registration. Please contact your child's school if you wish to opt out of receiving such communications.

SCHOOL CANCELLATION, LATE START, AND EARLY DISMISSAL

On rare occasions, Rocketship may decide to alter the regular schedule of the school day by closing school for a day, starting the school day late, or releasing students early at one or several campuses due to snow, rain, severe weather, natural disasters, or other emergency conditions. Rocketship recognizes that closing school or shortening the instructional day is disruptive for students, staff, and families and will only make this decision when it is necessary for the safety of our school community. Whenever possible, Rocketship will provide families and staff with advance notice of the decision to implement or possibility of a shortened instructional day or school closure.

CAMPUS OPERATIONS AND SECURITY

ARRIVAL AND DISMISSAL PROCEDURES

Transportation

All parents/guardians are responsible for securing the transportation of their child to and from school. In addition, parents must provide contact information for any person authorized to pick up their student.

Please refer to your school's addendum for additional details about your school's drop-off and pick-up instructions.

Reminders to Parents/Guardians for Arrival and Dismissal

- Please remember to treat all other Rocketship families, students, and staff members with courtesy and respect at all times. Do not take any actions that may endanger the health or safety of anyone on campus. Disruptive, disrespectful, and/or unsafe behavior during arrival and dismissal may result in parents/guardians losing privileges to be on the school campus.
- Please do NOT conference with teachers or school leaders during arrival or dismissal time; please make an appointment instead.
- Please do NOT let your child out on the sidewalk outside or near our campus. You MUST enter our campus and let your child out in the designated drop-off zone.
- With very limited exceptions, animals are not allowed on campus during drop-off or pick-up. If you have an animal in your car, it must remain completely inside the vehicle at all times while on campus.
- Students may only exit cars on the passengers' side.
- Please display your Rocketship Dismissal Card when picking up your child.
- Please remember to leave adequate space between cars to avoid collisions.
- Please do NOT block driveways while waiting to enter the roundabout.
- If you need to park your vehicle, please only park in designated Rocketship Parking or in legally permissible public parking spots. Avoid parking in or obstructing any private residential or commercial properties.
- Please do NOT talk or text on your phone during drop-off or pick-up time. We need to be able to communicate with you for the safety of all Rocketship families, students, staff, and visitors.

STUDENT RELEASE

Rocketship will make every effort to ensure that student dismissal proceeds in a safe manner when students leave school each day. At the beginning of the year, parents/guardians must:

- Ensure that they have accurately filled out their enrollment and registration forms, entering all required information to PowerSchool regarding the adults who are parents/guardians, and who are authorized to pick up their students.
- Complete a Rocketship Dismissal Card that they must display.
- Present a government ID when picking up their child.
- Complete an Emergency Contact Card that includes the names of individuals to be contacted in case of an emergency, if attempts to contact the parent/guardian fail.

If a parent/guardian or other authorized individual forgets to bring the Rocketship PikMyKid Card to dismissal, they will need to check-in with the front office and get a new card or a temporary pass.

Rocketship Dismissal Card

At the beginning of the school year, parents/guardians are given a Rocketship Dismissal Card with the student's dismissal number. During dismissal, the child's parent/guardian (or other authorized individual) must present this card to school staff along with a current government ID to pick up the child. If you lose your Rocketship Dismissal Card, you will be required to know the student's dismissal number and show ID in the front office to obtain a temporary pickup pass.

Emergency Contact Cards

At the beginning of the school year, parents/guardians shall complete and submit an Emergency Contact Card to be kept on file at the school. Parents/guardians will be asked to include the names of individuals to be contacted in case of an emergency, if attempts to contact the parent/guardian fail. Any person listed as an Emergency Contact will also be considered to be authorized by the child's parent/guardian to pick them up from school unless the parent/guardian indicates otherwise. At any time during the year, parents/guardians may request to update the Emergency Contact Card. Upon updating the Emergency Contact Card, all previous versions become void.

Authorizing Individuals to Pick Up a Child

Parents/guardians may authorize Rocketship to release their child to other people by completing the Authorization to Pick Up section of the Emergency Contact Card.

Parents/guardians should include the name, phone number, and relationship to the child for each person to whom they allow their child to be released. This section of the Authorization to Pick Up may be updated by the parent/guardian at any time by visiting the school front office. Rocketship staff may ask the authorized individuals for identification when they pick the child up from school.

Rocketship's general policy prohibits releasing students to minors. The only exception is that parents/guardians may authorize Rocketship to release their child to a relative who is a minor (between the ages of 14-18 years old) by completing the Authorization to Pick Up form and a Release to Minor waiver form. A duplicate Dismissal Card with printed authorization for release to the minor relative must be printed for the minor relative, and the minor relative must bring this authorization each day they will pick up the Rocketeer. Proper identification will also be required.

Rocketship recognizes that there will be situations in which a person not listed on the Emergency Contact Card will need to pick a student up from school. In these rare instances, the parent/guardian should call the school to inform school staff that they authorize school staff to release the student to another person that day. If a person that is not listed on the Emergency Contact Card form comes to pick the student up and the school has not already been contacted by the parent/guardian, the school will need to speak to the parent/guardian by phone prior to releasing the student. In addition, whenever feasible, parents/guardians should provide the authorized person with a signed note indicating their desire to have such person pick the child up on the day in question.

Emergency Dismissal

In case of an emergency dismissal, parents/guardians must wait for instructions from school leaders before coming to campus to pick up their children. School leaders will provide parents/guardians with updated information on the dismissal process through the automated calling system. Parents/guardians should expect that the dismissal location and procedures could be different than on a regular day. Parents/guardians should be prepared to present photo identification when picking up a child after an emergency on campus.

Protection of Students

Rocketship is responsible for protecting the health and safety of Rocketship students while the students are on Rocketship premises. If Rocketship has any reason to suspect that the health or safety of any Rocketship student would be endangered by releasing the student to an individual who is not a parent or guardian, even if that individual is authorized to pick up the student, Rocketship has the right to hold the student on campus and contact the parent/guardian or other valid emergency contact.

LATE PICK-UP

Rocketship's goal is to dismiss our students safely, efficiently, and responsibly. We understand that occasionally, family emergencies may cause a child to be picked up late from school, but consistently failing to pick up students on time places undue burden on school staff, is costly to the school, and is disruptive to our students' daily routines.

Notifying the School

Parents/guardians are expected to make arrangements for their children to be picked up during their designated dismissal time every day. That said, we do understand that there may be unpredictable situations that could cause a parent/guardian to pick up a student late on a given day (i.e., car problems, traffic, issues at work, etc.). In these cases, we ask that a child's parent/guardian contact the school by phone to let the staff know that their child will be picked up late that day. Even if the parent/guardian has notified the school that their child will be picked up late, the parent/guardian will still be required to complete a Late Pick-Up Incident Report when they come to pick up their child.

Late Pick-up

If a student is left on campus after dismissal ends and the parent has not notified the school, school staff will attempt to call the student's parent/guardian. If the school cannot reach the parent/guardian, they may also contact individuals listed on the student's Emergency Contact Card.

A parent/guardian (or authorized individual) who comes to pick up a student after the end of dismissal will need to complete a Late Pick-Up Incident Report before leaving campus. These reports will be kept on file at the school as a record of why the student was picked up late on that day.

Extremely Late Pick-up

If a student is still on campus more than an hour after the end of dismissal and staff members have not been able to contact the student's parent/guardian, Rocketship staff will contact the individuals on the student's emergency contact card. If staff are unable to make contact with the parent/guardian or individuals on the emergency contact card, the Principal or designee may contact the local authorities (i.e., police or local child protective service agencies). The Principal or designee may release the child to an authorized individual from the local Child Protective Service Agency or the police department.

Recurring, Frequent, and Chronic Late Pick-Up

If a child is frequently picked up late, school staff will request a meeting with the parent/guardian to determine the cause and implement supportive interventions.

Rocketship will follow a tiered series of interventions for families who persistently pick up their child/children late, as described below:

Late Pick-Up (each occurrence)	Parent/guardian (or authorized individual) who picks up the child must complete a Late Pick-Up Incident Report before leaving campus.
Recurring Late Pick-Up (three occurrences)	Parent/guardian must attend a meeting with a School Leader to review Late Pick-Up Incident Reports and create a verbal agreement and plan to prevent late pick-ups in the future. The School Leader may refer the family to local counseling or truancy resources.
Frequent Late Pick-Up (six occurrences)	A letter will be sent home to the student's parent/guardian specifying the date, time, and location of a meeting with a school leader. The parent/guardian must attend a meeting with a School Leader and sign an agreement to pick up their child on time.
Chronic Late Pick-Up (more than six occurrences)	Parent/guardian may become subject to an intervention workshop with school staff, including, but not limited to the Principal, Business Operations Manager, and Office Manager. In certain circumstances, Rocketship may also contact Child Protective Services, at the discretion of the Principal.

The above-referenced tiered series of interventions does not replace or delay any required reporting to local police authorities or child protective service agencies. In certain circumstances, Rocketship may also contact local child protective service agencies, at the discretion of the Principal or designee.

CAMPUS ACCESS AND VISITORS

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. “Campus” in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Rocketship prohibits the following items in school buildings, on school grounds or buses, or at off-campus school-related or school-sponsored activities, except for use by law enforcement and authorized personnel and otherwise established by law. This is not an all-inclusive list, and Rocketship reserves the right to prohibit any items staff deems unsafe or otherwise inappropriate.

- Weapons, including but not limited to any real or imitation of the following:
 - Firearms
 - Any other type of gun or projectile device
 - Knives
 - Razor blades
 - Taser/Stun guns
 - Mace or Bear Spray
- Tobacco/Alcohol
- Illegal Drugs
- Fireworks or explosives
- Other items that may be deemed dangerous by school staff

Campus Access Points and Visitor Registration Procedures

Whenever students are in the building, the front office and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

All visitors must use the main entrance to enter and exit the school building, except in cases of fire or emergency. Every visitor must adhere to the following visitor registration process.

Before being granted access to the school building, all visitors must report to the security desk and will be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (e.g., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

Visitation – General Guidelines

- All visitors (including Rocketship regional and national staff members) must be registered and checked in via VisitU with their current government issued ID and with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for visitors for any event held on campus.
- Individuals flagged as registered sex offenders will be denied entry and referred to school administration. A parent or guardian who is a registered sex offender must contact the school administration in advance to arrange any approved visit, including providing the dates and times they will be on campus for student pickup.
- The Principal, or designee, may refuse to register a visitor if there is a reasonable basis for concluding that the visitor is in possession of a dangerous and/or prohibited item; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; the visitor's presence would result in damage to property; or the visitor's presence would result in the distribution or use of an unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the front office, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. If a Rocketship Network Support staff member forgets their badge, they will need to register with VisitU and obtain a Visitor's Pass from the front office.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus whenever there is reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, would disrupt or is disrupting the school, its students, its teachers, or its other employees, or poses a safety risk to individual(s) in the school community.
- The Principal or designee will require any visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if they reenter the school without following the posted requirements, law enforcement may be notified and they may be criminally charged.

Child Protective Services and Social Worker Identification Exceptions

In the rare event of an emergency situation or an active investigation where a representative from a state or local child protective services agency does not have a standard government-issued photo ID (e.g., a driver's license) for the VisitU system, the Principal or a designated School Leader may, at their discretion, rely upon the individual's official state agency identification to approve an alternative method of identity

and security verification. This may include verifying the official's agency credentials, badge number, or cross-referencing their identity with the agency's regional office. This exception is strictly limited to authorized government staff performing official duties related to child welfare.

Arranging for a Campus Visit

Rocketship welcomes family partners in our schools. Parents/guardians are welcome to participate in school-sponsored activities by invitation. In addition, parents/guardians may meet with their student's teacher/other school staff and attend meetings related to their student by appointment during non-instructional time.

All requests for visits in school or classroom observations, whether by a parent or guardian, or a third-party must be arranged in advance and approved at the discretion of the Principal or designee's discretion.

Observations of the student's current or proposed special education program will be arranged in accordance with the policies in the Student Support and Special Education section of this handbook.

Rocketship reserves the right to limit, delay, or reschedule any classroom visit. Unscheduled or same-day visits may not be accommodated.

Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules, policies, standards of conduct, and norms while on the school premises. During school visits, Rocketship expects all parents/guardians and other visitors to exclusively engage in activities directly related to the purpose of their visit. If a visitor is disruptive or displays threatening or inappropriate behavior towards any person when on the Rocketship campus, the school Principal or designee, at their discretion may:

- Request the visitor leave campus;
- Withdraw consent for the visitor to be on campus; and/or
- Request support from the School Resource Officer (SRO), or all the local police departments.

Examples of disruptive, threatening or inappropriate behavior can include, but are not limited to:

- Disturbing the school environment or operations in any space on the school campus.
- Compromising or threatening to compromise the health, safety, security, or welfare of students and/or staff.
- Using intimidation, profanity, or expressing threats towards staff, students, or other members of the school community.
- Carrying a weapon on campus, even if licensed or authorized to carry.

- Inappropriately engaging with a student who is not their own child.
- Recording or monitoring students, staff, and/or members of the school community without their prior consent, including, but not limited to video, photography, audio, remote “listen- in” devices, and AI-enabled note-taking of any sort.
- Refusing to comply with school policies.
- Failure to model and support Rocketship values and community norms.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will be asked or compelled to leave the virtual programming and may be subject to legal action.

Loitering

Visitors, including parents/guardians and children who are not students at the school, are not permitted to loiter on school grounds, including in the parking lot and outside school buildings. This also applies to children of staff members who attend a different school. The parking lot is only to be used for dropping off and picking up students, and for participating in official school business.

All visitors, including parents/guardians, authorized individuals, and students are expected to leave the campus at the conclusion of school instruction or official school business.

Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal or designee, or who enters the school campus (including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards) without proper authorization in accordance with the Visitor Registration Procedures, may be subject to local criminal laws regarding trespass and unlawful entry.

Continued refusal to comply may lead to Rocketship withdrawing consent for the individual to be on campus. The Principal or designee may seek the assistance of the police in enforcing a request to leave any Rocketship campus or in pursuing any additional legal action.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary to deny an individual access to a Rocketship campus. In such circumstances, the school Principal or their supervisor(s) may issue an Ouster Notice. Ouster Notices will comply with any relevant state law requirements, but at a minimum will include:

- The name of the restricted individual.
- The school campus(es) from which the individual is restricted.

- The reasons for which the individual is being restricted.
- The date on which the restriction is implemented and, if relevant, removed.
- The name of the school Principal/designee issuing the notice/letter.

Throughout the entirety of a withdrawal period, it is the responsibility of the restricted individual to follow the terms of the issued Ouster Notice. Rocketship reserves the right to seek legal enforcement of a Ouster Notice.

It is the responsibility of the Principal, Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no restricted individuals enter the building.
- Document and maintain procedures for pick-up and drop-off and retain any documentation related to the Ouster Notice at the front desk.
- Contact the local police department in the event that an individual becomes confrontational or refuses to comply with school policies or protocols.

ELECTRONIC SURVEILLANCE AND THIRD PARTY RECORDING

School-Administered Surveillance

Electronic surveillance may be used at Rocketship campuses when deemed necessary by Rocketship administration. The use of electronic surveillance at our schools is solely for the purposes of controlling theft, ensuring the safety of Rocketship students and staff, and facilitating the identification of individuals who behave in a disruptive manner or commit a crime. Rocketship will abide by applicable laws regarding electronic recording. Electronic surveillance records are the property of Rocketship and are not considered education records subject to the Family Educational Rights and Privacy Act (FERPA) unless maintained and utilized in connection with a disciplinary proceeding (e.g., an expulsion hearing), depicting the violation of local, state, or federal law, showing a student getting injured, attacked, victimized, ill, or having a health emergency, or showing a student as the specific focus of the photo or video, otherwise containing personally identifiable information in a student's education record. Rocketship's electronic surveillance records will not be provided to parents, guardians, or any other third -parties, with the exception of law enforcement during an active emergency or critical situation, or in response to a valid subpoena or warrant.

California Two-Party Consent Requirement

In California, the consent of both parties is required before a conversation is recorded in any area where an individual would have a reasonable expectation of privacy. This legal requirement applies to all members of the Rocketship community, including students, parents, staff, and visitors. Rocketship will

abide by applicable laws regarding electronic recording and expect all community members to adhere to applicable state and federal laws regarding electronic recording and the protection of privacy.

Personal Recording and Monitoring Devices

Any device with remote audio monitoring, “listen-in” capabilities, or unauthorized recording features (e.g. AngelSense, specialized smart devices like watches, or AI-enabled note-taking tools) pose significant privacy risks to students, staff, and other members of the school community.

The use of any recording device or live-streaming audio or video is strictly prohibited on campus, except where explicitly authorized by Rocketship. Permission for a student to wear or use such a device must be formally reviewed and approved by the student’s IEP or 504 team to determine its necessity as a required accommodation, and/or approved in writing by the Regional Executive Director.

Any approved use of such devices will be subject to strict protocols to ensure the privacy of other students, staff, and members of the school community.

General Visitor and Campus Recording

Rocketship requests that other than during designated school events (such as school plays, graduation, and other events open to the Rocketship community) parents and other visitors to campus refrain from taking photographs and or making audio/video recording of students and staff without first obtaining written consent from the parent of the student. In the event that a parent or campus visitor does capture an image of a student, Rocketship requests that the individual refrain from posting any such image to a personal social media account. Recording (i.e., video, audio, AI-enabled notetaking of any sort, ect) or photographing students, staff and school community members without their prior knowledge or consent is intrusive, violates the Rocketship Campus Access and Visitors Policy and may violate state or federal privacy laws.

FAMILY CUSTODY

Rocketship will make best efforts to ensure compliance with legal custody arrangements.

For the purposes of this policy, Rocketship will adhere to the following definitions:

Court Order. An order issued by a court establishing the custody rights of the parties.

Joint physical custody. Means that each parent/guardian shall have significant periods of physical custody. Joint physical custody shall be shared by the parents in such a way so as to ensure a child of frequent and continuing contact with both parents/guardians.

Sole physical custody. Means that a child shall reside with and be under the supervision of one parent/guardian, subject to the power of the court to order visitation.

Joint legal custody. Means that both parents/guardians shall share the right and the responsibility to make decisions relating to the health, education, and welfare of a child.

Sole legal custody. Means that one parent/guardian shall have the right and the responsibility to make decisions relating to the health, education, and welfare of a child.

Noncustodial parent. Is a parent who does not have physical custody (joint nor sole) of the child, pursuant to a court order.

Educational rights holder. Means any one of the following:

- Natural (i.e., biological) Parent
- Legal Guardian
- Foster Parent
- Other court-appointed adult
- Any adult to whom educational rights are assigned via a signed, dated, and notarized assignment by an educational rights-holder (not court-appointed)

Custody Records

Rocketship seeks to maintain accurate and updated custody records for all students. ***It is the responsibility of the parent/guardian of a student to provide the Rocketship Office Manager with accurate and current court order and/or legally binding agreements involving the custody rights of their children.*** Updated court orders must be provided to the Office Manager as soon as possible. All documentation provided to the school will be kept confidential and will only be accessed by members of the staff when necessary.

In the absence of a valid, signed, and dated court order indicating otherwise, Rocketship will assume that separated or divorced natural (i.e., biological) parents of a child have joint legal and physical custody of their child.

Step-parents, foster parents, guardians, court-appointed caregivers, and non-court-appointed advocates or caregivers who are not natural parents must provide proof of legal guardianship, court order, or legally enforceable evidence of their rights before they can be permitted to make educational decisions for a student.

Student Release

Any parent or guardian who has physical custody of a child or retains specific custody rights granted via a court order that extend to after-school hours may pick the student up from school as well as authorize

Rocketship to release the student to any other person; provided that such arrangements are consistent with the terms of Rocketship policy and the court order.

Should the terms of a court order change during the school year, it is the responsibility of the parents/guardians to provide the Office Manager with a copy of the most recent court order as soon as possible.

At any time, either parent/guardian that has physical custody may add individuals to the Authorization to Pick Up section of the Emergency Contact Card.

Rocketship will not deny a parent any of any of their parental rights without being provided a valid court order. If one parent does not wish to allow the other parent/guardian the right to remove the child from school or visit the child in school, Rocketship must be provided with a valid court order limiting the other parent's rights.

Rights of Non-Custodial Parents

Inspection of Records

All parents, regardless of custodial rights, have the right to inspect, though not make changes to, copies of their child's educational records, unless a court order specifically limits the parent's rights in this regard. Any inspection of records must be in accordance with FERPA and Rocketship's Student Records policies as set forth in the Notification of Rights and Assurances.

School Visitation

Parents without physical custody **may not** remove their children from class or visit them in school without the consent of the parent with the custodial rights or absent a court order. Rocketship does not facilitate court ordered visitation at school.

Rocketship's Neutrality in Custody Disputes

It is the policy of Rocketship schools to remain impartial during custody disputes between family members of a Rocketship student. For this reason, Rocketship teachers, administrators, and school staff should refrain from taking any action that may be considered adverse to one parent or family member. These actions include, but are not limited to, writing letters of support for any adversarial proceeding, testifying in a custodial proceeding and serving any person with court documents.

Furthermore, Rocketship shall take steps to abide by court orders and/or legally binding agreements that are presented by parents/guardians. Rocketship shall not be responsible for, or participate in, the monitoring or enforcement of any parental obligations or duties under a court order (i.e., sending a message to remind a parent of their designated pick-up days).

STUDENT RECORDS

Viewing Student Records

To view student records, parents/guardians must submit a written request to the school Principal/designee. The school will then schedule an appointment to provide the parent/guardian access to the records. Copies may be provided upon request. Upon request, a student's behavioral records must be shown to the student's parent/guardian in the presence of a person qualified to explain and interpret the records.

Releasing Student Records to Third-Parties

Third parties are prohibited from accessing confidential student records absent current written consent from the student's parent/guardian, an applicable FERPA exception, or a valid court order. Signed consent from the student's parent/guardian must be dated within one year of the request to release student records.

For more information about federal and state laws regarding student privacy please see the Notification of Rights under FERPA (Access to Student Records) and the Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA) which are included in the Policies, Notifications of Rights, and Assurances section of this handbook.

VOLUNTEERS AND CHAPERONES

Rocketship welcomes family and community partners in our schools. We are always grateful for volunteers and chaperones who can spend time assisting and chaperoning school-sponsored activities. In order to maintain a safe environment for all students, staff, and community members and comply with local laws, Rocketship conducts background checks on volunteers and chaperones as described below.

Volunteers and/or chaperones are expected to follow the directions of Rocketship staff while volunteering. Volunteers and chaperones are expected to follow all Rocketship policies and to conduct themselves as role models for our Rocketeers (including, but not limited to by using appropriate language, dressing appropriately for a student audience, respecting student privacy rights, etc.). Volunteers and/or chaperones who are either disruptive or violate Rocketship policies and expectations will be excluded from volunteering or chaperoning in the future.

Volunteers and chaperones must also sign the Volunteer Code of Conduct.

Mandatory Criminal Background Checks

All prospective volunteers and/or chaperones who may interact with students in an unsupervised capacity and/or who will serve on a regular and ongoing basis for more than ten (10) hours per week must undergo a criminal background check. This includes individuals who plan to volunteer in classrooms on a regular basis and individuals who wish to chaperone field trips. All prospective volunteers and/or chaperones who may interact with students in an unsupervised capacity and/or who will serve on a regular and ongoing basis for more than five (5) hours per week must undergo a criminal background check. Any volunteer and/or chaperone that must undergo a criminal background check must do so through the Wisconsin Department of Justice. The background check will include fingerprinting and a national criminal record check. Prospective volunteers who will have direct contact with children will not be allowed to begin volunteering in an unsupervised setting until the results of the criminal background check have been received by Rocketship and deemed satisfactory in accordance with this policy.

Individuals who will have only supervised contact with students are not required to undergo a full background check. For the purposes of this policy, “supervised” means under the continuous direct supervision of a Rocketship staff member.

Meghan’s Law Clearance

In California, pursuant to EC § 35021, individuals who have been required to register as a sex offender are prohibited from serving as a school volunteer. Thus, Rocketship will run the names of all prospective volunteers and chaperones through a database for information about any past sex offenses. If the search returns no objectionable information, the volunteer or chaperone will be considered to have received Meghan’s Law clearance.

Disqualification of Prospective and Current Volunteers and/or Chaperones

Rocketship will review the results of completed background checks and decide whether to qualify an individual to serve as a volunteer or chaperone.

Among other reasons, individuals will be disqualified from volunteering or chaperoning if they have been convicted of a violent or serious felony as defined in state or federal law or have been required to register as a sex offender under state or federal law. Rocketship reserves the right to disqualify current and/or prospective volunteers and/or chaperones in its reasonable discretion.

If a volunteer or chaperone is convicted of a disqualifying offense after the criminal history record check is conducted, the individual must notify Rocketship within seven (7) days of the conviction.

Minor Volunteer Requirements

Minor Volunteers may ONLY serve in supervised roles that do not allow them to be alone with or supervise Rocketship students. Minor Volunteers cannot chaperone or attend field trips. The Principal at

the school where the Minor Volunteer wishes to volunteer has discretion to accept or reject a prospective Minor Volunteer. Those wishing to become Minor Volunteers must complete the following requirements:

- A Volunteer Application signed by the Minor Volunteer and the Minor Volunteer's parent/guardian.
- A behavior contract (available from the Office Manager) signed by the Minor Volunteer, the Minor Volunteer's parent/guardian, and the school leader at the school where the Minor Volunteer will be volunteering.

Tuberculosis Testing

All Volunteers who volunteer in a Rocketship classroom for at least 10 hours each month will be required to complete a Tuberculosis Symptom Screening Questionnaire. The results of the questionnaire will be examined by a healthcare professional and individuals with a positive symptom screen will be referred for further evaluation prior to returning to volunteer in such a role. Only volunteers with a negative symptom screen will be cleared to continue to volunteer in a Rocketship classroom for over ten hours a month. Volunteers who are not required to complete the Symptom Screening Questionnaire or who fail to complete the Symptom Screening Questionnaire are restricted to 9 or fewer classroom hours per month or an unlimited number of hours outside the classroom. All Rocketship procedures will comply with the Tuberculosis Testing requirements promulgated by the local Public Health Department.

FIELD TRIPS

Field trips are off-campus excursions designed by Rocketship staff to supplement the curriculum and to provide enrichment experiences for students. We value these enrichment opportunities and strive to ensure that these experiences are safe, organized, and efficient from beginning to end.

Permission Slips

A student must submit a field trip permission slip signed by their parent or guardian to participate in a field trip.

The Principal, Assistant Principal, or designee overseeing the field trip will review field trip permission slips in advance to confirm that they follow the appropriate official template and are signed by the child's parent/guardian. Verbal permission for field trip participation is not permitted.

Only Rocketship students who have submitted a valid field trip permission slip will be allowed to attend the field trip. Teachers must bring along all permission slips during the trip and keep the permission slips on file after the conclusion of the field trip.

Rocketship will provide alternative educational activities to those students who choose not to attend a

specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and retain the option to withdraw their permission for their child to attend that field trip or excursion.

Chaperones

Chaperones must be approved in advance per the Rocketship's Volunteer and Chaperone Policy. Chaperones may not bring along other children (e.g., siblings of students attending the field trip) without advance permission from the Principal. Chaperones may not bring other family members, friends, or pets on field trips.

Transportation

All Rocketship staff members (including teachers and/or School Leaders) and parent chaperones are expected to be present with students on all transportation provided for a field trip unless they receive prior written approval from the school Principal to make an alternative transportation arrangement. If transportation is required for a field trip, Rocketship will provide this transportation. Should staff members and/or parents drive a vehicle in conjunction with a field trip, they will do so in accordance with Rocketship's Staff and Parent Driver Policy.

Dismissal from Field Trips

After a field trip, students will be returned to the school site and will be dismissed according to regular dismissal procedures. All chaperones and students are expected to return to school and participate in dismissal. In exceptional cases, students may be dismissed from a field trip location with a parent/guardian chaperone, but this is subject to the discretion of the Principal or Assistant Principal supervising the field trip. If a student needs to be picked up early from a field trip due to illness or another exceptional circumstance, they may be dismissed from the field trip site, provided that the staff supervisors contact the student's parent/guardian and the parent/guardian picks the student up or designates an authorized individual over the age of 18 to do so. Any authorized individual must provide proper identification prior to leaving with the student. The staff members supervising the field trip should contact the school's Office Manager to ensure that the child is appropriately signed out for the day.

Student Behavior

Students are under the jurisdiction of Rocketship at all times during the field trip or excursion, and all Rocketship expectations and policies continue to be enforced during field trips and excursions.

Students may be excluded from a field trip as a disciplinary measure in accordance with Rocketship's Student Discipline Policy.

Medication on Field Trips

The Principal, Assistant Principal, or designee will review the roster for the field trip with appropriate school personnel to identify any students attending the trip who regularly take medication or require

access to medication while on the field trip. The Principal, Assistant Principal, or designee will ensure that a staff member attending the field trip brings the student medication, is properly trained on how to assist in administering the medication, and records the administration of that medication in accordance with Rocketship's Medication Administration policy.

Expenses of Field Trips and Excursions

Rocketship may charge a fee for field trips and excursions pursuant Education Code section 35330. However, Rocketship will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), Rocketship will coordinate the efforts of community service groups to supply funds for students in need.

Field Trip Eligibility

Students must meet school eligibility criteria to attend a school field trip. Students who are chronically truant, as defined by the Rocketship Attendance and Truancy policy, may not be eligible to attend field trips or field days. In appropriate circumstances, criteria will be modified to accommodate student disability or known family need.

SCHOOL MEALS

California has implemented Universal Meals which **allows all our students to eat free breakfast and lunch daily**. Additionally, Rocketship participates in Provision 2 which also allows all our students to eat free breakfast and lunch daily.

Breakfast

Our school participates in universal breakfast, meaning that every student present at school will receive a meal. Studies have shown that students who eat breakfast have more energy, do better in school, and eat healthier throughout the day. Students are *not* required to eat the breakfast provided by the school.

Food Allergies and Dietary Restrictions

If a child has a known food allergy or dietary restriction, parents/guardians should let school staff know. In some cases, it may be possible to accommodate a child's dietary needs in Rocketship lunch orders, but a doctor's note will be required. Parents/guardians should work with the school's Business Operations Manager to make arrangements in these circumstances.

Under California law, schools are required to stock emergency epinephrine to be used by trained personnel on anyone suffering or reasonably believed to be suffering from an anaphylactic reaction. For more information, please see the Rocketship Medication Administration Policy.

If your child has a religious or family household dietary restriction such as veganism or vegetarianism, please notify the school's Business Operations Manager. In some cases, it may be possible to accommodate a child's dietary restriction in Rocketship lunch orders.

Rocketship is committed to ensuring the safety of all of our students, staff, and families. Parents are encouraged to remind their students not to share food with others to prevent potential allergic reactions or dietary conflicts.

Food Brought From Home and Outside Food

Rocketship partners with our local food vendor to provide our Rocketeers with healthy meals every day. Students are allowed to bring their own food from home for lunch or snack, but junk food is not allowed on campus. Rocketship does not have facilities to heat or cool food brought from home, so please plan accordingly. Additionally, Rocketship cannot receive and disseminate food delivered to students on campus by third-party delivery services.

In an effort to keep our facilities in top condition, chewing gum is not allowed on campus. We ask that students keep all gum products stored inside their backpacks while at school.

Foods that are encouraged:

- Salads
- Carrots and celery sticks
- Apple slices
- Fresh fruits and vegetables
- Whole Grains
- Healthy snack packs

Please refer to your school's addendum for additional information about your school's specific food policies, including prohibited items and celebration guidelines.

Water

Rocketship allows students, teachers, and staff to bring and carry water bottles at school. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Rocketship reserves the right to restrict certain types of water bottles that may be brought to school.

Rocketship will encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

ACADEMICS

CURRICULUM

Students will receive a well-rounded educational curriculum that includes reading, writing, English language development, mathematics, science and technology, and social studies. Students will also take physical education and enrichment courses in areas such as art, music, theater, or gardening.

The Rocketship curriculum follows all required state performance standards for what students should know and be able to do at each grade level. This includes the Common Core State Standards for English/Language Arts, English Language Development, and Mathematics.

Teachers will use regular assessments to measure how well students are progressing toward mastery of the curriculum. Rocketship will administer required state testing to the applicable grades.

We use knowledge about student skills to shape whole class instruction, small group work, and small group tutoring. Using individual student data, instruction can be targeted to better meet individual student needs.

Teachers will give students and parents ongoing feedback about student performance. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. Parents/guardians will also regularly receive progress reports and report cards. You should feel free to contact any of your child's teachers regarding their progress at any time.

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HOMEWORK

Parents and students may expect homework most weekday evenings. Homework is an important way for students to practice skills that are part of the curriculum, and it also builds the habit of responsibility. Research has shown that students who consistently do their homework are more likely to be successful when they go to college. In order to set our students up for success, homework will be checked for completion when assigned.

If homework is found incomplete (this includes a missing part of a question, section, and/or parent signature), and does not have prior excusal, the student may be assigned tutoring and/ or homework help during morning arrival.

ACADEMIC INTEGRITY

Responsibility is a Rocketship core value. We believe that taking ownership of one's own learning is fundamental to a student's success and character development. To support this, Rocketship is committed to accurately assessing student learning to provide the most effective individualized instruction. To maintain this standard, we expect all student work, including homework, projects, and assessments, to be the student's own original work.

We ask parents and guardians to support their child's academic growth by ensuring that the assistance provided at home does not supersede the student's own effort. While collaboration is encouraged when directed by a teacher, the use of unauthorized outside resources, external assistance, or AI-enabled tools to complete assignments is not permitted.

In the event that a student submits work that is not their own, the school will generally treat the incident as a learning opportunity. Teachers will partner with the family to review the assignment and provide a "do-over" opportunity so the student can demonstrate their actual knowledge. Instances of repeated academic dishonesty will be addressed consistent with the Rocketship Behavioral Expectations and Discipline Policy.

RETENTION, PROMOTION, AND ACCELERATION

Rocketship's instructional model is designed to individualize each student's learning plan, recognizing individual differences and supporting both academic and social growth. Upon enrollment, students are typically placed in the next consecutive grade level. Rocketship schools generally do not make immediate decisions to have new students repeat or skip a grade. Instead, students are assessed objectively after enrollment to determine any specific needs. Grade retention is considered only in rare and exceptional circumstances or when required by state or local law.

For a detailed breakdown of the criteria, timelines, and procedures regarding promotion and grade placement, please refer to the full Rocketship Education California Retention and Acceleration Policy.

STATE TESTING

Rocketship shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of

law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

CALIFORNIA HEALTHY KIDS SURVEY

Rocketship will administer the California Healthy Kids Survey ("CHKS") to students at grades five whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables Rocketship to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

STUDENT SUPPORT AND SPECIAL EDUCATION

SPECIAL EDUCATION AND CHILD FIND ACTIVITIES

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. Rocketship provides a free, appropriate public education to students with disabilities according to state and federal mandates. Rocketship provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (IDEA), Education Code requirements, and applicable policies and procedures. Services are available for special education students enrolled at Rocketship. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. Rocketship collaborates with the student, parents/guardians, teachers, and other agencies in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, Rocketship is responsible for identifying, locating, and evaluating children enrolled at Rocketship with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth.

Rocketship has systems in place that assist the school in determining whether a student may have a disability. These include a specific "Child Find" form that is completed by parents upon enrollment in a Rocketship school. This also includes a Student Study Team (SST), a pre-referral process in which school teams analyze data to identify students who are struggling academically, socially, or behaviorally and develop interventions to support the student. Rocketship has additional evidence-based interventions that are made available to students who require them; these include both differentiated instruction in the classroom and supplemental interventions in the learning lab and classroom. School teams monitor the

progress of every child who receives intervention services to identify any student who is not responding to interventions. Students who don't respond adequately to pre-referral interventions are referred for a more intensive level of support, which may include a formal evaluation to determine if the student is eligible to receive special education services as a child with a disability.

Rocketship will not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact their classroom teacher, or a school leader at your school site.

STUDENT ACCOMMODATIONS AND SECTION 504

Rocketship recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Rocketship. Any student who has been identified as an individual with a physical or mental impairment that substantially limits a major life activity is eligible for accommodations by Rocketship. The parent/guardian of any student suspected of needing or qualifying for accommodations under Section 504 may ask the school Principal to make a referral for an evaluation.

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Please refer to your school's addendum for the designated Section 504 Coordinator.

MULTILINGUAL LEARNERS

Rocketship is committed to the success of its Multilingual Learners (MLLs), which include those students traditionally referred to as English Learners, and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. Rocketship will meet all applicable legal requirements for MLLs as they pertain to annual notification to parents, student identification, placement, program options, MLL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Rocketship will implement policies to ensure proper placement, evaluation, and communication regarding MLLs and the rights of students and parents.

STUDENT RECORD REQUESTS

Third parties are prohibited from accessing confidential student records absent current written consent from the student's parent/guardian, an applicable FERPA exception, or a valid court order. Signed consent

from the student's parent/guardian must be dated within one year of the request to release student records.

If an educational advocate, attorney, social worker, guardian ad litem, or observer/evaluator wishes to review and/or copy student education records, the school Principal/designee must first contact a member of Rocketship Education's legal team for guidance on whether to release educational records or other student data. For more information regarding student record requests, see the Notifications of Rights and Assurances.

OUTSIDE PROVIDERS

Rocketship is responsible for providing all Rocketship students with disabilities a free and appropriate public education (FAPE) and is committed to providing all students a FAPE based upon their individual needs. Rocketship schools provide special education and related services through the use of qualified personnel either employed or contracted by Rocketship.

At times, families may choose to access services outside of the school through a clinical model. At Rocketship we welcome collaboration with external providers in the forms of: observations, data collection, team partnership, and collaboration, such as in team meetings with internal (RSED) and external providers so that all providers can discuss student support.

Any visits to campus by an outside provider must comply with Rocketship's visitor policy and the reasonable limits established therein. Rocketship does not allow external providers to provide direct services to students on campus during the school day or at any time during before/after school hours. This ensures the safety and confidentiality of all students as well as the supervision of quality services provided in alignment with the student's operative IEP.

To request a deviation from this policy, a student's family must submit a request in writing to the Regional Executive Director. Alternatively, an IEP/504 team may recommend a deviation to the Regional Executive Director. In all cases, the Regional Executive Director's formal approval is required.

SCHOOL OBSERVATIONS

All visitors shall adhere to Rocketship Campus Access and Visitors Policy.

Parents/guardians, parent-appointed designees who have professional expertise in the area of special education being observed can conduct observations of the student's current or proposed special education program. Attorneys have no legal right to observe any class and will not be permitted to do so.

All observations must be scheduled in advance. Please make an appointment with the school Principal/designee and the ISE Team. All observers must sign the Classroom Observer Confidentiality Agreement and give it to the school Principal/designee and the ISE Team before the start of the observation.

School staff may accompany an individual during a classroom observation, at Rocketship Education's discretion. Observers shall have no direct interaction with students, including the student who is the subject of the classroom observation, and must refrain from engaging the attention of the teacher or other students. Not more than three (3) individuals shall be allowed in a classroom during the observation, and any such observation shall be two (2) hours or less. Any request for an extension beyond two (2) hours must be made in advance and granted at Rocketship Education's discretion.

BEHAVIORAL EXPECTATIONS AND DISCIPLINE

ROCKETEER CODE OF CONDUCT

Safety, order, and student discipline are fundamental to learning at Rocketship. Rocketship expects all students to behave in a way that fosters a safe and welcoming environment for other students, Rocketship staff, and community members.

The Rocketship Code of Conduct includes the following non-negotiable expectations for our Rocketeers:

- Adherence to the Rocketship Commitment to Excellence.
- Adherence to the Rocketship **Core Values**.
- Adherence to the **Rocketship Creed**.

Please refer to your school's addendum for your school's Core Values and Creed.

COMMITMENT TO NON-DISCRIMINATION AND EQUAL OPPORTUNITY

Statement of Non-Discrimination

Rocketship is committed to providing equal opportunities for all individuals in education. Harassment, intimidation, and bullying on the basis of a protected characteristic are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship is committed to providing an educational atmosphere that is free of unlawful discrimination under Titles IV, VI, and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; The Age Discrimination Act

of 1975; the IDEIA; Title II of the Americans with Disabilities Act of 1990; Section 504 of the Rehabilitation Act of 1973; the Genetic Information Nondiscrimination Act of 2008, and applicable state and local laws.

Rocketship does not discriminate on the basis of sex and prohibits any acts of sex discrimination, including sexual harassment in any education program or activity that it operates, as required by State law, Title IX (20 U.S.C. § 1681 *et seq.*), and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

Rocketship does not discriminate against any student or employee. Rocketship does not condone or tolerate unlawful discrimination, including harassment, intimidation, or bullying, based on actual or perceived protected characteristics by any employee, independent contractor, or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, volunteers, regardless of position. No student shall be denied enrollment, continued enrollment, or access to educational programming available at Rocketship on the basis of any characteristic protected under applicable state or federal law or local ordinance.

To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and it will take action to respond to such behaviors in a timely manner. Rocketship school staff who witness acts of misconduct prohibited by this policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of discrimination or harassment and take appropriate corrective action, if warranted.

Rocketship prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

This Non-Discrimination Statement can also be found on the school's website.

Prohibited Harassment and Retaliation

Harassment on the basis of a protected characteristic is a form of discrimination, and Rocketship is committed to maintaining a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator, faculty/staff member, or by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment consistent with Title IX, 20 U.S.C. § 1681 *et seq.* and state law.

Prohibited Sexual Harassment includes conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment, where an employee of the school conditions the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct;
- Hostile environment harassment, which is unwelcome conduct, determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity (e.g., skipping class, dropping out of an activity, having trouble concentrating in class); or,
- "Sexual assault" as defined in 20 U.S.C. § 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. § 12291(a)(10), "domestic violence" as defined in 34 U.S.C. § 12291(a)(8), or "stalking" as defined in 34 U.S.C. § 12291(a)(30).

Examples include, but are not limited to:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses or threatens physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Sexual advances towards a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination; provided information or witnesses; or assisted with, participated in, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this Policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment on the Basis of Sex - Title IX Violation

Complaints of sexual harassment, sexual assault, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
2001 Gateway Place, Ste. 230E
San Jose, CA 95110
rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainant about the investigation process and about their rights under Title IX and other relevant laws.

Reports of Discrimination or Harassment - All Other

Students, parents or staff should report a claim of discrimination or harassment and any allegedly discriminatory or harassing acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made verbally or in writing and can be made in person, by telephone, by mail, by email, or in writing using the General Complaint Form available in every school's front office. A school employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this Policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent(s) and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant(s) or respondent(s), to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

Title IX Complaints

Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer, and an investigation of those complaints is conducted promptly and impartially pursuant to related Title IX Complaint Procedures outlined under the Notification of Rights

and Assurances section of this Handbook. The Title IX Policy and Grievance Procedures also may be found on Rocketship's website.

General Complaints

All other complaints of discrimination or harassment that do not involve allegations of Title IX violations should be made under the General Complaint Process described under the Notification of Rights and Assurances section of this Handbook.

BULLYING PREVENTION

Bullying can have a harmful social, physical, psychological, and academic impact on victims, bystanders, and bullies. Bullying at Rocketship is strictly prohibited and will not be tolerated.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- Causing a reasonable student to experience substantial interference with their academic performance.
- Causing a reasonable student to experience a substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Rocketship.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A burn page means an Internet Web site created for the purpose of having one or more of the effects as listed above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. Credible impersonation means to knowingly and without consent impersonate a pupil for the purpose of bullying

the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- Creating a false profile for the purpose of having one or more of the effects listed above. False profile means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

Cyber sexual bullying means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above.

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship's policy and procedures for addressing bullying complaints through either the Uniform Complaint Process or the Title IX Process (as appropriate) are included in the Policies, Notifications of Rights, and Assurances section of this handbook.

STUDENT DISCIPLINE - GENERAL OVERVIEW

Rocketship promotes positive behavior at school and aims to create learning environments that are more consistent, predictable, positive, and safe. We clearly define behavioral expectations and consequences, create systems for recognizing and reinforcing positive behaviors, and provide our students with social-emotional learning.

If students do not respond to our positive behavior supports or classroom management systems, Rocketship may take alternative in-school disciplinary action.

STUDENT DISCIPLINE - IN-SCHOOL DISCIPLINARY ACTIONS

Rocketship relies on proactive, preventive support to promote positive behavior at school. Rocketship has implemented a Positive Behavior Interventions and Supports (PBIS) framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe. Key PBIS practices include clearly defined behavioral expectations and consequences, systems for recognizing and reinforcing positive behaviors, data-based decision-making, multi-tiered systems of support, and the implementation of core social-emotional learning curricula.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

In the event that Rocketship's PBIS infrastructure and classroom management systems are insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to warrant additional discipline immediately, Rocketship may take alternative in-school disciplinary action. These disciplinary actions depend on the circumstances of the offense and may include, but are not limited to, the following:

- Sending the student to the Principal's office.
- Temporary placement on Time Out or to another classroom.
- Calling or writing/emailing the student's parent/guardian.
- Arranging a conference with the student, parent, teacher and/or administrator.
- Implementing a temporary individualized behavior plan for the student.
- Implementing counseling sessions with a designated staff member.
- Peer mediation.
- Requiring that the student complete a reflective essay or assignment.
- Community Restoration, including requiring that the student take actions to counteract/ameliorate a problem (e.g., fixing something the student broke).
- Referring the student to a Student Support Team.
- Restricting the student's participation in after-school/extra-curricular activities or field trips.
- Holding the student for detention or additional instructional time during lunch or before/after school.
- Confiscating inappropriate items related to the disciplinary infraction.

Corporal punishment shall not be used as a disciplinary measure against any student. "Corporal punishment" includes the willful infliction of physical pain on a student. For purposes of the Policy, "corporal punishment" does not include an employee's use of force, restraint, and/or seclusion that is used only when a student's behavior poses an imminent danger of serious physical harm to themselves or others.

As described above, severe infractions that threaten the safety or health of students, staff, or others, may be cause for suspension or expulsion.

STUDENT DISCIPLINE - SUSPENSIONS, AND EXPULSIONS

Overview - Suspensions and Expulsions

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to in-school suspension, out of school suspension, or expulsion.

A student may be disciplined for prohibited misconduct that takes place on school grounds, or at any school-sponsored activity. A student may also be disciplined for prohibited misconduct that occurs off school grounds, and outside of school hours/activities *if* in the school's sole discretion, such conduct

creates a substantial disruption to the school environment and/or interferes with another student's ability to participate in the school program and/or benefit from the school's program. This may include misconduct occurring outside of school hours such as activity on digital media, applications, online platforms, through telephone, cellular phone or text messages as well as other communication devices and methods.

In-School Suspensions

In-school suspension ("ISS") is the temporary removal of a student from one or more of their classes for a period of time. While in ISS a student remains in school, is counted present, and provides an in-school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete schoolwork in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student's regularly scheduled class.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity.

Only the Principal or Assistant Principal, with prior approval from their supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal's discretion.

Principals should assign a student to ISS as soon as possible after the infraction is reported.

The principal will ensure that students assigned to ISS are:

- provided a safe, positive environment with proper supervision.
- provided appropriate coursework or activities of academic value and allowed to complete that work during their assignment to ISS.
- provided any required classroom supports and services to complete the coursework during their assignment to ISS.

Additionally, classroom teachers will:

- provide classwork commensurate to the work missed for a student assigned to ISS.
- record the student as present while assigned to ISS. There will be no attendance-related penalty for assignment to ISS.
- evaluate and give credit for work that is completed while assigned to ISS.

The student's parent/guardian must be notified of a student's assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting.

If the parent/guardian cannot be reached in this manner, the Principal or their designee may make contact through email.

Out of School Suspensions and Expulsion

When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most (but not all) circumstances, at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions. Rocketship views suspension as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation arises where the Principal feels that the student should be suspended or recommended for expulsion, this policy applies and will guide the process.

Grounds for Suspension and Expulsion

In California, students may be suspended when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished any type of knife or other dangerous object or no reasonable use to the student unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
- Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of their own prescription products by a student. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.
- Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to suspension or expulsion.
- Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that

person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- Committed sexual harassment, as defined in EC § 212.5. For the purposes of this section, the conduct described in § 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section does not apply to students in grades K-3.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section does not apply to students in grades K-3.
- Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This does not apply to students in grades K-3.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.

A student **must** be suspended and recommended for expulsion for any of the following acts when it is determined that the student:

- Possessed, sold or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certified school employee, with the Principal's or designee's concurrence.
 - **Firearm** means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
 - **Destructive device** means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.
- Brandishing a knife at another person.

- **Knife** means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4 or committing a sexual battery as defined in Penal Code section 243.4.

If it is determined by the Academic Affairs Committee that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required by this policy.

Notice to Teachers

Rocketship shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Suspension Procedures

A suspension is a temporary dismissal of a student from the regular school program and school-sponsored events for the allotted time assigned by a school administrator. Students are expected to complete all work assigned while they serve their suspension.

Only the Principal or their designee, with prior approval from the Regional Director of Schools or Regional Executive Director, and after conferencing with the student to understand their behavior, shall initiate the out of school suspension process.

Suspensions at Rocketship will adhere to the following procedures:

Conference

Unless the student's continued presence at school poses a continuing danger to the school community or an ongoing threat of disruption, suspension will be preceded by a conference conducted by the Principal or designee with the student and their parent/guardian.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or

school personnel. If a student is suspended without this conference in an emergency situation, both the parent/guardian and student shall be given the opportunity to conference within two school days.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present their version and evidence in their defense.

Absent an emergency situation, the conference must occur before the student is sent home on suspension.

No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with school officials. A student's return to school from an issued suspension will not be contingent upon a parent/guardian's ability to attend a conference or meeting with school staff.

Notice to Students and Parents/Guardians

the misconduct, has been questioned about it and allowed to give an explanation.

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the student's parent/guardian by telephone or in person. The parent/guardian shall also promptly be notified in writing of the suspension, the reason for the suspension, the length of the suspension, the student's right to return to school at the end of the suspension, and the date of return following suspension. The Principal or designee shall also provide the parent/guardian with a copy of the suspension notice. A copy of this notice will also be filed in the student's cumulative folder in the school.

A student's return to school after an issued suspension will not be contingent upon a parent/guardian's ability to attend a conference or meeting with school staff.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. In calculating days of suspension, days served will not include days when school is not in session for students (i.e., school closure days, school holidays, spring break, and summer break).

If the student leaves school on the day that the suspension was imposed, this day will be counted as part of the suspension if the student was denied class participation prior to 12 noon of that day. The suspension shall terminate at midnight on the day listed as the last day of the suspension.

Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a second conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the School has determined a suspension period shall be extended, such extension shall be made only after a

conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference. This determination will be made by the Principal or designee upon either of the following determinations:

1. the student's presence will be disruptive to the education process; or
2. the student poses a threat or danger to others.

Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students who are suspended shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension.

Access to Required School Work During Suspension

Rocketship will do the following during a student suspension:

- Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for a suspended student, Rocketship will provide the homework that the student would have been assigned during their suspension.
- If a homework assignment is completed during suspension and turned in, that assignment will be included in the calculation of the student's overall grade.

Expulsion Procedures

An expulsion is the permanent dismissal of a student from the Rocketship program, subject to any rehabilitation plan as further described below. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school.

The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the Academic Affairs Committee, a committee of the Board. The Academic Affairs Committee shall consist of three board members. The Academic Affairs Committee may expel any student found to have committed an expellable offense. Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel, as described below. The Academic Affairs Committee will pre-appoint a panel of at least five certified Rocketship staff members, each from different Rocketship school sites. Should any of the persons appointed to the panel work at the school in which the student is enrolled, they will recuse him/herself from the proceedings.

Notice to Students and Parents/Guardians

For expulsions, Rocketship shall provide timely written notice of the charges against the student and an explanation of the student's basic rights.

Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Principal or designee determines that the student has committed an expellable offense, unless the student/family requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will, within 10 days of the hearing, make a recommendation to the Academic Affairs Committee for a final decision whether or not to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based, along with a summary of the evidence against the student;
- A copy of Rocketship's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Rocketship may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of a statement from the victim or witness, which shall be examined only by Rocketship or the hearing officer. Copies of these statements, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing

present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

- Rocketship must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The Administrative Panel or the Academic Affairs Committee may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel or the Academic Affairs Committee from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, Rocketship must present evidence that the witness' presence is both desired by the witness and will be helpful to Rocketship. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such

a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

Rocketship will keep a full record of the hearing.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel and decision by the Board to expel must be supported by a preponderance of the evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and written declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Academic Affairs Committee, which will make a final determination regarding the expulsion. The final decision by the Academic Affairs Committee shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their educational program.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.
- notice of the right to appeal and the process
- information regarding rehabilitation and readmission
- information regarding alternative education.

Right to Appeal

The student/family shall have the right to appeal the decision to expel the student from Rocketship directly to the Academic Affairs Committee. If the Academic Affairs Committee made the final decision on the expulsion, the appeal shall go directly to the Executive Committee of the Board. The request to appeal must be made in writing and shall be submitted to the Academic Affairs Committee or Executive Committee within five business days of being made aware of the decision to expel the student. The appeal shall be heard by the Academic Affairs Committee or Executive Committee within 15 days of receipt of the appeal.

Post-Expulsion- Possibility for Readmission of Expelled Students

The decision to readmit a student who has been expelled from a Rocketship school shall be in the sole discretion of the Board.

Special Procedures for Suspension and Expulsion of Students with Disabilities

Services During Suspension

Students with disabilities pursuant to the Individuals with Disabilities Act (IDEA) suspended for more than ten (10) school days in a school year shall continue to receive services so as to: enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and to receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Under Section 504 of the Rehabilitation Act of 1973 and the IDEA, a student's removal for more than ten (10) school days is considered a disciplinary "change of placement." Before recommending expulsion or suspending a child with an IEP from school for more than 10 days because of a violation of a code of

student conduct, a manifestation determination shall take place. Rocketship, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the IEP Team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability and shall:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent/guardian and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent/guardian, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP or Section 504 Plan, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- carries or possesses a weapon, as defined in 18 U.S.C. §930, to or at school, on school premises, or to or at a school function;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance,

- while at school, on school premises, or at a school function; or
- has inflicted serious bodily injury, as defined by 20 U.S.C. §1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Rocketship's behavioral policies may assert the procedural safeguards granted under the administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions existed prior to the behavior at issue:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child pursuant to 34 C.F.R. §§ 300.300 through 300.311; or
- The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, or has refused services, or if the student has been evaluated and determined to be ineligible. If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline.

The school shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Disciplinary Records

Rocketship shall maintain records of all student suspensions and expulsions at Rocketship. Such records shall be made available to the chartering authority upon request.

Involuntary Removal

No student shall be involuntarily removed by a Rocketship school for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, Rocketship shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until Rocketship issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

For the purposes of this policy, the term "parent/guardian" shall include a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an American Indian/ Native Alaskan's tribal social worker and, if applicable, county social worker.

LOST OR DAMAGED SCHOOL PROPERTY

Rocketship may authorize students to use school-issued property, including but not limited to textbooks, library books, and technology devices such as computers and tablets. When accepting the use of school-issued property, parents and guardians accept responsibility for their student's possession and care of the materials and the return of school-issued property in its original, undamaged condition.

Any damage or loss to Rocketship property must be reported to the Business Operations Manager. Damages will be reviewed and may result in a meeting with a parent/guardian to review expectations.

If a student willfully damages Rocketship's property or the personal property of a Rocketship employee, or fails to return the property in its original, undamaged condition, the student's parents/guardians may be liable for all replacement costs.

After notifying the student's parent or guardian in writing of the lost or damaged school property and affording the student's family due process, the school reserves the right to implement enforcement measures available to it under the law, which may include discontinuing the student's privilege to take devices home.

STUDENT DRESS CODE

Rocketship's dress code seeks to maximize learning, minimize disruptions during the school day, and foster school/community spirit. Rocketship wants to ensure all students are prepared each day to comfortably participate in and focus on all school activities. Accordingly, students are expected to wear the Rocketship uniform to school every day.

Please refer to your school's addendum for your school's uniform colors and details.

Parents will be called if appropriate clothing is not available or if the student refuses to wear dress-code appropriate clothing.

The following are NOT permitted on any Rocketship campus. Any article of clothing, accessory, or marking that:

- exhibits curse words, slurs, or hate speech.
- displays logos, slogans, words, or pictures promoting or depicting alcohol, tobacco, drugs, vandalism, bigotry, violence, sexual connotations, or profanity, including clothing with phrases or pictures that have double meanings.
- does not reasonably fit.
- could be dangerous when playing, participating in physical education, or participating in school activities.
- interferes with or disrupts the student's ability, or the ability of other students, to participate in physical education, school activities, or their learning.
- is headgear, including hats, hoodies, and caps, unless permitted for religious, medical, or other reasons by school administration.

Rocketship reserves the right to determine what constitutes a violation of this dress code policy, within the bounds of the law. Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Rocketship respects and protects students' religious, ethnic, and cultural expression. Students may wear any religiously, ethnically, or culturally specific head coverings or hairstyles, including but not limited to hijabs, yarmulkes, and head/hair wraps.

PERSONAL BELONGINGS

Students are not allowed to have the following items at school:

- Gum
- Any real or imitation weapons and toy weapons
- Matches or any flammable item
- Any illegal substance
- Toys, games, cards, stuffed toys/animals, dolls, and fidget spinners (unless provided by school staff or is a formal accommodation for a student with a disability)
- Electronic devices and toys

Any other personal items that are dangerous or become a distraction to the student or the classroom can be confiscated.

Students and families are discouraged from bringing personal items to school that are not necessary for the educational day.

Lost & Found and School Liability

Rocketship maintains a designated Lost and Found area on campus for recovered items, and will make reasonable efforts to help students locate belongings lost on campus. To increase the likelihood of lost items being returned, parents and guardians are strongly encouraged to clearly label all personal property with the student's first and last name. Rocketship in no way assumes any responsibility for and will not replace any personal items brought to school that are lost, stolen or damaged school grounds.

STUDENT CELL PHONES AND PERSONAL DEVICES

Except as noted below, students may not possess a cell phone or personal wireless communication device (personal device) at any time during the full school day, including during lunch periods and transitions between classes.

Personal device are any electronic device, not owned or provided by Rocketship, including but not limited to:

- Cellular phones
- Tablet computers
- Laptop computers
- Gaming devices
- Smart watches with communications capabilities

- Headphones (wireless or wired)
- Wireless hotspots

Student may only use a personal device during the school day under the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a Rocketship staff member grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician determines that the possession or use of a private device is necessary for the health of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Consistent with the Rocketship Safety Plan Policy, the school will communicate with families in cases of emergency; parents may call the front office to relay urgent information to their child.

If a student does bring a cell phone or other personal electronic device to school, they will be required to keep it turned off and, in their backpack, and out of sight during the school day. Unauthorized use will result in disciplinary procedures consistent with the Rocketship Behavior Expectation and Discipline Policy.

Students who possess a personal device shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. Rocketship in no way assumes any responsibility for and will not replace any damaged, lost, or stolen cell phones or personal devices.

HEALTH AND SAFETY

MEDICATION ADMINISTRATION

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with state laws and regulations.

Rocketship strongly encourages families to administer temporary and/or maintenance medications outside of school hours. If this is not possible, medication can be administered at school.

Properly trained and authorized Rocketship staff will administer all medication in accordance with applicable law, the Medication Authorization Form on file, and established guidelines. Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Authorization Form and other required documents requesting that medication be

administered during school hours. Parents/guardians should contact the Office Manager for a copy of the Medication Authorization Forms and for a copy of Rocketship's full Medication Administration Policy.

Medications administered at school should be limited to those required during school hours which are necessary to maintain the student's health and those needed in the event of an emergency.

The Medication Authorization Form must include:

- Written medical authorization, signed by a licensed health practitioner, that states:
 - The name of the student;
 - Emergency contact information for the student's parent/guardian;
 - Contact information for the student's licensed health practitioner;
 - The name, purpose, and prescribed dosage of the medication and route of administration;
 - The frequency with which the medication is to be administered;
 - The possible side effects of the medication as listed on the label;
 - The circumstances under which the medication may or must be administered;
 - Other medication the student may be receiving at home;
 - Special instructions or emergency procedures;
 - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.
- Written authorization, signed by the student's parent/guardian, that states:
 - That a properly trained and authorized employee or agent of the school may administer medication to the student in accordance with all applicable state laws and regulations; or
 - In the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
 - That the name of the student may be distributed to appropriate school officials, as determined by the Principal.
- Written acknowledgment that any properly trained and authorized person assisting in the self-administration of medications to students or performing health care procedures, including administration of medication, and any administrator who authorizes a properly trained person, shall not be civilly liable for any injury resulting from reasonable and prudent assistance in the self-administration of medication or reasonable performance of health care procedures, including administration of medications, if performed pursuant to this Policy.

It is the parent's or guardian's responsibility to ensure that the written request and medication are brought to the school.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Authorization Form to Rocketship. All Medication Authorization Forms must be updated at least annually.

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than their own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to their prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

IMMUNIZATIONS

To promote the health and well-being of all students, and to comply with state laws and regulations, Rocketship requires all students to present proof of certain immunizations prior to beginning school at a Rocketship campus.

Rocketship adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

Required Immunizations, Records and Reports

California law requires that an immunization record be presented to Rocketship staff before a child can be unconditionally enrolled in school. Entering students who are not exempt must provide Rocketship written verification from a doctor or immunization clinic of the following immunizations:

Immunization (TK/K-12)	Dosage
Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B (Hep B)	Three (3) doses

Varicella (chickenpox)	Two (2) doses
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose
Varicella	Two (2) doses

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with Rocketship's Educational Records and Student Information Policy. Rocketship will file a written report on the immunization status of all new entrants to Rocketship with the California Department of Public Health ("CDPH"), on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Rocketship shall immediately admit a foster child, as defined in Education Code Section 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Rocketship's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

Conditional Admission

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Principal or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Principal or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted a valid exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Rocketship will prohibit the student from further attendance until that student provides proper documentation of the student's compliance with the immunization requirements as required by law.

Exclusion

If Rocketship discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Rocketship will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may

be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by Rocketship. If the student does not provide documentation of having received all required immunizations within the time period designated by Rocketship, per State law, Rocketship shall exclude this student from attendance. The student shall remain excluded from Rocketship until the student provides proper documentation of the student's compliance with the immunization requirements as required by law. Information regarding the student's exclusion shall also be reported to Student Information Services.

Documentary Proof

The Principal shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the CDPH.

Exemptions from Immunization Requirements

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Sections 120370-120372.
 - Commencing January 1, 2021, the CDPH standardized medical exemption form shall be the only documentation of a medical exemption that Rocketship shall accept.
 - On and after July 1, 2021, Rocketship shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a CDPH standardized medical exemption form as required by law.
 - Medical exemptions remain valid until the earliest of:
 - the child's enrollment in the next grade span, as defined below;
 - the expiration date specified in a temporary medical exemption, which shall not exceed one year; or
 - revocation of the exemption pursuant to Health and Safety Code Section 120372.
2. Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.
 - A student who has not received all of the required immunizations will not be eligible to attend classes at a Rocketship campus unless the student is otherwise exempt under #1 or #3.
3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and

who provides said letter or affidavit to the Rocketship, shall be allowed to enroll at Rocketship without being fully immunized until the student enrolls in the next grade span, as defined below, pursuant to Health and Safety Code Section 120335(g).

“Grade span” means each of the following:

1. Birth to Preschool.
2. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
3. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in Health and Safety Code Section 120335(b) and the child’s documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from Rocketship until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program (“IEP”), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student’s IEP.

HEALTH EXAMINATIONS AND SCREENINGS

Physical Examinations and Right to Refuse

A parent/guardian having control or charge of any child enrolled in Rocketship may file annually with the Executive Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Oral Health Assessment

Students enrolled in transitional kindergarten or kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to present proof of having received an oral health assessment completed by a dental professional that was performed within 12 months before the student’s initial enrollment in a public school. Please contact the main office if you have questions about this requirement.

DIABETES

The California Department of Education (CDE) has developed informational materials for parents, guardians, and families to educate them about type 1 diabetes. Copy of that information sheet and other informative information regarding type 1 diabetes is available at the CDE's website:

<https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>

The information included within this handbook serves as provision to parents/guardians of a student newly enrolling and as the annual notice for enrolled students.

HEAD LICE

If a student is suspected of having head lice (i.e., constant itching or tickling feeling in the hair), the school nurse or other trained school employee may examine the hair of the suspected student for lice or nits (lice eggs). In certain circumstances, the employee may also examine other members of that student's household who are students at the school.

If a student is positive for live head lice, the student is to be sent home at the end of the school day with information to the parents regarding treatment and control measures. Students with head lice do not need to be sent home early; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Any absences related to head lice will be documented and counted as an excused absence in accordance with Rocketship's Attendance and Truancy Policy.

Exposure Notice

If there are two (2) or more students affected in any class, Rocketship will send home an exposure notice with information about head lice to all parents/guardians in that class. Rocketship will maintain the privacy of students identified as having head lice and excluded from attendance.

Absences and Returning To School

Rocketship will provide parents/guardians of affected students with instructions on how to conduct post-treatment examinations on their children. Parents/guardians may send their child back to school when they believe that the child's hair is no longer infested with head lice.

The school nurse or other trained staff members may reexamine the student's hair upon return. If the student shows no trace of live head lice, the student may return to school.

Any absences related to head lice will be documented and counted as an excused absence in accordance with Rocketship's Attendance and Truancy Policy. Parents should not withhold the child from school for

any days longer than necessary; typically, no more than three (3) days. Any absences longer than three (3) days may require a doctor's note.

If the family is unable to obtain a doctor's note, the family should arrange to have a meeting with the school to discuss the length of absence. The school has the discretion to excuse additional days if school staff determine this is necessary.

SAFETY PLANS

Safety is our first priority. To make sure our staff and students know what to do in case of an emergency, we follow a rigorous calendar of staff training, safety team meetings, campus walkthroughs, and safety drills. Every school is equipped with a detailed Health and Safety Plan that contains our emergency response plans, including plans for earthquakes, fire, severe weather, and lockdowns.

Please refer to your school's addendum for your school's detailed evacuation locations and directions.

Emergencies

In order for us to keep our campus safe during an emergency, we need our families to understand the following:

- In the event of an emergency, we will share information with families via our automated calling system. Please make sure your updated contact information is in our system.
- If there is an incident on or near our campus, please stay at home and wait for instructions from our school leaders. We need the public to stay away while we secure our campus and account for all students. When it is safe to come to the school, you will be contacted.
- After an emergency incident, we may need to change the way we dismiss students. You may be asked to present a photo ID in addition to your child's PikMyKid Card. Please wait for instructions from school leaders before coming to campus.

WEAPONS AND FIREARMS

Local law specifically prohibits the knowing possession or carrying of a firearm within 1,000 feet of the campus.

Rocketship prohibits any weapons, imitation firearms or dangerous objects of any kind in school buildings, on school grounds or buses, or at off campus school-related or school sponsored activities, with the exception of weapons and/or firearms in the possession and/or control of law enforcement officers and security officers, and as otherwise specified under state law.

Notice of Safe Storage of Firearms- Required California State Notice

The purpose of this notice is to inform and to remind parents and legal guardians of all students at Rocketship of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
 - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

DRUGS, ALCOHOL, AND TOBACCO

Rocketship is committed to maintaining campuses free of alcohol, tobacco, nicotine, and drugs. No one may smoke on campus and/or bring alcohol, drugs, or related paraphernalia of any kind to our school.

If a student is suspected of being under the influence of drugs or alcohol, the school will immediately contact their parent/guardian and, when appropriate, seek medical attention. If a student is found in possession of drugs, alcohol, tobacco, or related paraphernalia, they may be subject to discipline and possible suspension or expulsion under Rocketship's discipline policies.

Dangers of Synthetic Drugs- Required California State Notice

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch can be found here: <https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx>

CAMPUS SEARCHES AND SEIZURES

To protect the safety of all students, staff and the community members, Rocketship reserves the right to search a student's person, personal property, and school property assigned to the student when there is reasonable suspicion that the student violated a Rocketship policy and/or state or federal law. "Reasonable suspicion" means that a school official has specific, articulable facts indicating that a search will reveal evidence of a policy violation or illegal activity. All searches shall be authorized and conducted by a member of the school leadership team in the presence of an adult witness.

Student desks, cubbies and lockers, are school property and remain at all times under the control of the school. These areas may be inspected by school officials at any time, with or without prior notice, and may not be used to store unauthorized, illegal, or contraband materials. Routine inspections of school property are not considered personal searches and do not require individualized reasonable suspicion.

When a search of a student's person or personal belongings is conducted based on reasonable suspicion, the school official authorizing the search shall document the search in writing, including the basis for the reasonable suspicion, the scope of the search, the individuals present, and any items found or seized. The school shall make reasonable efforts to notify the student's parent or guardian of any such search within a reasonable time.

Rocketship school leaders may confiscate a student's mobile phone, smartphone, or personal electronic device when its use or possession violates school policy, disrupts the educational environment, or when there is reasonable suspicion that the device contains evidence of a policy violation or illegal activity. Confiscated devices will be stored securely and returned to the student or the student's parent or guardian in accordance with school procedures.

If at any point during a search school officials develop reason to believe that criminal activity may be involved, the school shall contact law enforcement. School officials shall not conduct searches at the direction of or on behalf of law enforcement without the involvement of law enforcement personnel and appropriate legal process. Students retain their legal rights during any interaction with law enforcement on campus.

To ensure the safety of the school community, when there is reasonable suspicion, an individual is in violation of Rocketship's Campus Access and Visitors Policy and/or local or federal laws, Rocketship retains the right to require a property search as a condition to enter campus.

INTERNET SAFETY AND ACCEPTABLE USE

Rocketship uses advanced education technology to support personalized instruction for all students and facilitate comprehensive data analysis. Rocketship adheres to the federal requirements and guidelines set forth in the Children's Internet Protection Act (CIPA) (47 U.S.C. § 254(h)).

Visit <http://www.ifea.net/cipa.html> to view CIPA in its entirety.

Definitions

- "Minor" means any individual under 18 years of age.
- "Technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:
 - Obscene, as that term is defined in 18 U.S.C. § 1460;
 - Child Pornography, as that term is defined in 18 U.S.C. § 2256; or
 - Harmful to minors, as that term is defined below.
- "Harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- "Sexual act" and "sexual contact" have the meanings defined in 18 U.S.C. § 2246.

An authorized person must be able to disable the blocking or filtering measure during any use by an adult to enable access for bona fide research or other lawful purposes.

Educational Purpose

Rocketship's Internet system is limited to educational purposes. Acceptable activities include classroom activities and high-quality research. Rocketship computers are not to be used for entertainment purposes unless specifically authorized by a staff member in accordance with this policy.

Technology Protection Measures

To the extent practicable, Rocketship will use technology protection measures to block or filter Internet access or access via other forms of electronic communications to inappropriate information. Specifically, as required by CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. The selected technological filter will be

designed to prevent a user from sending, receiving, viewing, or downloading materials that are harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

In accordance with CIPA, the following uses of Rocketship Internet system are considered unacceptable:

- Unauthorized access, including “hacking.” This includes logging in through another person’s account and accessing another person’s files; making deliberate attempts to disrupt the computer system; destroying data by spreading computer viruses; and downloading software without the explicit consent of a staff member. Rocketship students shall immediately notify a teacher if they have identified a possible security problem.
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors. This includes posting a student’s personal contact information (i.e., name, email address, home address, telephone number, school address) through email or through websites that solicit personal information, social networking websites, and Internet chat rooms.
- Illegal activities. This includes using the Internet to engage in any illegal act, including, but not limited to, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of another person.
- Inappropriate online behavior. This includes using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language while online; engaging in personal attacks or cyberbullying, including prejudicial or discriminatory attacks; and knowingly or recklessly posting false or defamatory information about a person or organization on any websites.
- Plagiarism.
- Accessing inappropriate material. This includes material that is designated for adults only or is profane or obscene (i.e., pornography), or harmful to minors, material that advocates illegal or dangerous acts, or material that advocates violence or discrimination.

Supervising and Monitoring

It shall be the responsibility of all members of the Rocketship Schools team to educate, supervise, and monitor appropriate usage of the access to the Internet, including electronic mail by and within the Charter School. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of Rocketship’s Executive Director or their designated representatives.

Staff shall monitor students while they are using Rocketship computers, laptops, or tablets to access the internet or online services on a Rocketship campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child’s

use of Rocketship equipment, including but not limited to their child's access to the internet and any online services through such equipment at any times during which Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy. Parents/Guardians are encouraged to discuss internet safety with their children.

Training

Rocketship will provide age-appropriate training for students and staff who use Rocketship computers and networks. The training provided will be designed to promote Rocketship's commitment to:

- The standards and acceptable use of Internet services as set forth in this policy.
- Student safety with regard to the Internet, ensuring appropriate behavior while online, on social networking Web sites, and in chat rooms; and cyberbullying awareness and response.
- Appropriate communication between staff and students via the internet, social media, and text messages or phone calls.
- Compliance with the E-Rate requirements of the Children's Internet Protection Act ("CIPA").

Disciplinary Action

Students should expect only limited privacy in the contents of their personal files or records of web research activities. Record maintenance and network monitoring may lead to the discovery that a student has violated this policy and/or the law. If there is reasonable suspicion of violation of law or school policy, Rocketship will conduct a search of the student's files and/or internet activities. A student's parent/guardian may request to see the content of a student's files or emails.

Student use of the school's computers, networks, and Internet services is a privilege, not a right. Compliance with the school policies and rules concerning computer use is mandatory. Students who are found to have violated this policy or any relevant laws will be disciplined in accordance with Rocketship's Discipline Policy.

Rocketship will cooperate fully with local or federal officials in any investigation related to any illegal activities conducted on the school computers or through the school internet network.

Copyright Law

Copyright law protects the ownership of a person's creative works. In an educational setting, students and staff are permitted to use others' works under the Fair Use Clause, if they meet the restrictions and cite the work.

Liability

Rocketship Public Schools is not responsible for any financial obligations arising through the unauthorized use of its computers and/or internet system. A student's parent/guardian can be held financially responsible for any harm to Rocketship's Internet system arising from a student's intentional misuse.

CHILD ABUSE AND NEGLECT

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report when they know or suspect that a student has been or is in danger of being subjected to any of the following: mental injury; physical abuse; physical assault; neglect; sexual abuse; sexual exploitation; sexual assault; exposure to illegal drug-related activity, including ingestion of an illegal drug due to parent/guardian neglect; or exposure to domestic violence in the student's home. Additionally, mandated reporters must make a report when they suspect or know that a student has been injured by a bullet, knife, or other sharp object.

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who fails to report suspected incidents of child abuse or neglect is subject to punishment under state law. Reporters are not required to discuss their suspicions with families prior to reporting the matter to the appropriate authorities, nor are they required to investigate the cause of any suspicious marks, behavior or condition prior to making a report. Consistent with state law, the identity of Mandated Reporters cannot be disclosed to the family or anyone else not directly involved in the investigation of the case. Mandated reporters will not be held liable for a report and later determined to be unfounded, provided the report was made in "good faith."

School personnel will only cooperate with or respond to investigations of suspected child abuse or neglect when expressly required by law. When such participation requires complete confidentiality, the School will strictly adhere to those legal mandates and will only disclose information to the extent permissible.

PARENT INVOLVEMENT

ROCKETSHIP'S COMMITMENT TO EXCELLENCE

Rocketship Commitment - At Rocketship, we fully commit to our families and students in the following ways:

- We will create a safe place to learn.
- We will respect the background, culture, and individuality of each child.
- We will communicate regularly with you about your child's progress and special needs.
- We will hold high expectations for all students.
- We will work hard to help your child feel successful and increase their sense of self-worth.
- We will provide your child with the academic base and moral compass they need to be successful through college and the rest of their lives.
- We will provide support to you and your child as you determine the best educational path upon graduating from Rocketship.

PARENTS'/GUARDIANS' COMMITMENT TO EXCELLENCE

Parents'/Guardians' Commitment- We fully commit to Rocketship in the following ways:

- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn and prepare for college and life by supporting him/her and encouraging him/her to adhere to his/her “commitment to excellence.”
- We will make sure our child arrives at school on time every school day.
- We will make arrangements so our child can remain at school until the end of the school day each day and be picked up when school ends.
- We will follow all arrival and dismissal regulations and parking and busing procedures.
- We will make sure our child follows the Rocketship dress code.
- We will ensure that our child is reading or being read to every night.
- We will check our child’s homework every night, sign his/her agenda, and we will carefully read and sign (if requested) all the papers our school sends home to us.
- We will meet regularly with teachers to discuss our child’s progress and support their work to help our child excel.
- We will participate in as many school activities including parent/family meetings, exhibition nights, community meetings, open house nights, conferences, etc. as reasonably possible.
- We will strive to contribute as many partnership hours to the school community as reasonably possible.
- We, not the school, are responsible for the behavior of our child.

PARENT PARTNERSHIP

Engaged parents are a core pillar of Rocketship’s model and are critical to our Rocketeers and their long-term success. By actively being engaged and involved in our schools and their Rocketeers’ learning, parents become integrated into the fabric of the school community. An active partnership between families and Rocketship faculty and staff benefits our Rocketeers as they see their parents on campus, and families as they gain a deeper understanding of Rocketship’s model and are positioned to reinforce Rocketship’s core values at home.

Rocketship encourages families to participate in Parent Partnership Hours each year by supporting or engaging in various school activities. Participation is not required, and there are no consequences or penalties for families who are unable to complete the requested hours.

HOME VISITS

Studies have shown that meaningful parental involvement in the education of their children can have dramatic effects on student achievement. Home visits help parents and teachers come together as equal partners to form a trusting relationship centered on student learning, establish goals for the individual child and the parent-teacher relationship, and invest families in the Rocketship community.

Each Rocketship student will receive a home visit from their core classroom teachers during the beginning of each school year. Teachers will reach out to families to schedule the home visit in advance. Home visits typically last for about one (1) hour.

What happens during home visits may vary according to both parent and teacher preference, but typically home visits include:

- Collaborative academic and personal goal-setting for the student
- Discussion of the student's (and the family's) hopes and dreams
- Discussion of the student's interests both inside and outside of the classroom
- Discussion about communication preferences during the school year
- Explanation about Rocketship's policies and procedures that parents have questions about
- Talking about the history of Rocketship and the mission of the network and school
- Conversations about why the family chose Rocketship, how long they have lived in their community, etc.
- Invitation to an upcoming event at the school (i.e., Back to School Night, community meeting)
- Conversation about the teacher's background

PARENT OPPORTUNITIES ON CAMPUS

We provide many different opportunities for you to stay involved with your child's education. These include (but are not limited to):

- **Family Orientation.** Before school begins each year, parents will receive an invitation to an Orientation. All parents must attend this event.
- **Conferences.** A parent/guardian must attend conferences to meet with teachers to go over a student's progress report and/or report card.
- **Community Meetings.** All parents/guardians are invited and strongly encouraged to attend the scheduled Community Meetings. These meetings will help you stay informed regarding your school procedures and policies and become actively involved in further developing the school's mission.

- **Parent/Family Meetings.** All parents/guardians are invited and strongly encouraged to attend the scheduled Parent/Family Meetings to maintain an active role in their child's learning. These meetings are open to the entire family and typically take place on the weekends or on a weeknight.
- **Leadership groups at the school.** This may include a Parent Leadership group or other parent groups organized at the school.

OPEN MEETING POLICY

All meetings of the Rocketship Education Board of Directors will comply with applicable open meetings laws. Agendas will be posted publicly in advance and Rocketship shall also make meeting minutes publicly available upon approval.

POLICIES, NOTIFICATIONS OF RIGHTS, AND ASSURANCES

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 business days after the day the School receives a request for access.

Parents/guardians or eligible students should submit to the School Principal or designee a written request that identifies the records they wish to inspect. The School Principal or designee will make arrangements for access and notify the parent/guardians or eligible student of the time and place where the records may be inspected.

2. The right to request an amendment to the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents/guardians or eligible students who wish to ask the School to amend a record should write to the School principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional

information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the School decides to amend the record as requested by the parent/guardian or eligible student, the School Principal must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the School discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School board. A School official also may include a volunteer or contractor outside of the School who performs an institutional service of function for which the School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing their tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

Note that Rocketship will not release information to third parties for immigration enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Rocketship to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are as follows:

Student Privacy Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

5. The right to request that Rocketship not release student names, addresses, or telephone listings to military recruiters or institutions of higher education without prior written parental consent.

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents/guardians and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

1. To other school officials, including teachers, within the educational agency or institution whom the school has determined have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in 34 C.F.R. § 99.31(a)(1)(i)(B)(1) through (a)(1)(i)(B)(3) are met. See 34 C.F.R. § 99.31(a)(1).
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of 34 C.F.R. § 99.34. See 34 C.F.R. § 99.31(a)(2).
3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of 34 C.F.R. § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. See 34 C.F.R. §§ 99.31(a)(3) and 99.35.
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. See 34 C.F.R. § 99.31(a)(4).
5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the

- system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to 34 C.F.R. § 99.38. See 34 C.F.R. § 99.31(a)(5).
6. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. See 34 C.F.R. § 99.31(a)(6).
 7. To accrediting organizations to carry out their accrediting functions. See 34 C.F.R. § 99.31(a)(7).
 8. To parents of an eligible student if the student is a dependent for IRS tax purposes. See C.F.R. § 99.31(a)(8).
 9. To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. See 34 C.F.R. § 99.31(a)(9).
 10. To appropriate officials in connection with a health or safety emergency, subject to 34 C.F.R. § 99.36. See 34 C.F.R. § 99.31(a)(10).
 11. Information the school has designated as "directory information" if applicable requirements under 34 C.F.R. § 99.37 are met. See 34 C.F.R. § 99.31(a)(11).
 12. To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. See 20 U.S.C. § 1232g(b)(1)(L).
 13. To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. See 20 U.S.C. § 1232g(b)(1)(K).

Notice for FERPA Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the School, with certain exceptions, obtain your written consent prior to disclosing personally identifiable information (PII) from your child's education records. However, the School may disclose certain elements of PII that are appropriately designated "directory information" without written consent, unless you have advised the School to the contrary in accordance with the School's procedures. The primary purpose of directory information is to allow the School to include information from your child's education records in certain school publications and in certain, limited circumstances that the School may determine as appropriate for disclosure. Examples may include:

- On a playbill, showing your student's role in a drama production
- In the annual yearbook
- On the honor roll or other recognition lists
- To promotion or graduation programs
- On sports activity sheets

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Under certain circumstances, within the School's sole discretion, Rocketship may disclose the PII that it has designated as directory information without a parent's prior written consent. In such cases, "directory information," which is defined as set forth below, may be released to requestors in limited circumstances by Rocketship, without additional notice to parents/guardians, unless the parent/guardian timely "opts out" of such disclosures, in writing.

Directory Information at Rocketship includes:

- Student name
- Parent/guardian name, mailing address(es), telephone listing, and email address
- Student birth date
- Dates of attendance, Grade Level, and Enrollment Status
- Honors and awards received

If you do not want the School to disclose directory information without your prior written consent, you must submit a completed Directory Information Opt-Out Form. A Directory Information Opt-Out Form is included in annual enrollment documentation, and copies are available upon request at the main office.

Contract for Digital Storage, Management, and Retrieval of Student Records

Rocketship may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third-party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

This complete policy, included within this handbook, serves as annual notice of the policy.

EDUCATION OF FOSTER YOUTH POLICY

The Governing Board of Rocketship recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. In accordance with Section 1112(c)(5)(B) of ESEA (20 U.S.C. §6312(c)(5)(B)), all LEAs, in collaboration with the state Child and Family Services Agency, must ensure the implementation of the foster care provisions under ESEA.

Definitions

- "Foster youth" means any of the following:

- A child who has been removed from their home pursuant to Section **309** of the California Welfare and Institutions Code (“WIC”).
 - a child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child’ home by juvenile court).
 - A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
 - A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - The nonminor is participating in a transitional independent living case plan.
 - A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.
 - A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- “Former juvenile court school student” means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to Rocketship.
 - “Child of a military family” refers to a student who resides in the household of an active duty military member.
 - “Currently Migratory Child” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to Rocketship from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
 - “Newcomer pupil” is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.

- “Educational Rights Holder” (“ERH”) means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- “School of origin” means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, Rocketship liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- “Best interests” means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Rocketship students.
- “Partial coursework satisfactorily completed” includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be referred to collectively as “Foster and Mobile Youth.”

Rocketship Liaison

In order to help facilitate the enrollment, placement, and transfer of foster youth to Rocketship, the Governing Board shall designate a Rocketship foster youth liaison. The Governing Board designates the following position as Rocketship's liaison for foster youth:

Sara Escamilla -Guerra
 2001 Gateway Place Ste. 230E
 San Jose, CA 95110
sguerra@rsed.org
 408-726-1999

The liaison for foster youth shall:

- Ensure and facilitate the proper educational placement, enrollment in Rocketship, and checkout from Rocketship of foster youth.
- Ensure proper transfer of credits, records, and grades when foster youth transfer to or from Rocketship.
- When a foster youth is enrolling in Rocketship, Rocketship liaison shall contact the school last attended by the student, within two business days, to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, Rocketship liaison shall provide the student's records to the new school within two business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to Rocketship.
- When required by law, notify the foster youth's ERH, attorney, county social worker, the appropriate representative of the county child welfare agency, and an American Indian/ Native Alaskan child's ERH, tribal social worker and if applicable, county social worker of the student's expulsion or involuntary removal, and at least ten calendar days preceding the date of the following:
 - An expulsion for a discretionary act under Rocketship's charter;
 - any pending meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under Rocketship's charter; an American Indian/ Native Alaskan child's ERH, Tribal social worker, or county social worker, or foster youth's attorney, ERH, county social worker, and the agency representative will be invited to participate.
 - a manifestation determination meeting prior to a change in the foster youth's placement, if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's ERH, attorney, county social worker, an American Indian/ Native Alaskan child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.
- As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
- As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
 - Develop protocols and procedures for creating awareness for Rocketship staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.

- Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for Rocketship's foster youth.
- Monitor the educational progress of foster youth and provide reports to the Principal or designee and the Governing Board based on indicators identified in Rocketship's local control and accountability plan.

This policy does not grant Rocketship liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 361 or 726, a surrogate parent, or a foster parent exercising authority under the Education Code. The role of Rocketship liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

Rocketship will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. Rocketship will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking re enrollment in Rocketship as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to Rocketship will be immediately enrolled (subject to Rocketship's capacity, if Rocketship is not the student's school of origin, and pursuant to the procedures stated in Rocketship's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the

termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

- For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Rocketship liaison may, in consultation with and with the agreement of the foster youth and ERH for the youth, recommend that the youth's right to attend the school of origin be waived and they be enrolled in any school that students living in the attendance area of the school district in which the foster youth resides are eligible to attend or in Rocketship consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Rocketship dispute resolution process.

If Rocketship operates an intersession program, Rocketship shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or American Indian/ Native Alaskan custodian in the case of an American Indian/ Native Alaskan child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by Rocketship on non-school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Transportation

Rocketship shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that Rocketship assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless

required by federal law. Rocketship is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school

If there are no existing and acceptable agreements with other educational entities, Rocketship will work with the local child welfare agency to establish an agreement clarifying operational and financial obligations for any foster children enrolled in the school with transportation needs.

Any agreements should include a process for identifying all the resources, including no-cost and low-cost options such as public transportation; foster parent or other family members who may be willing and able to transport the student; special education services if the student is eligible; and any other public or private transportation resources either agency has at their disposal to provide transportation to the student.

Any additional costs incurred in providing transportation should be outlined in the agreements and may include: Rocketship shall provide such transportation if the local child welfare agency agrees to reimburse Rocketship for such costs; Rocketship agrees to pay for the cost; or Rocketship and the local child welfare agency agree to share the cost.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances:

- A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date they left school.
- A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

Rocketship shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the

course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Rocketship, Rocketship shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Rocketship has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Rocketship within two business days of the request.

If the foster youth did not complete the entire course, they shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that they completed at their previous school. However, Rocketship may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, Rocketship finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course they shall be enrolled in the same or equivalent course, if applicable, so that they may continue and complete the entire course.

Eligibility for Extracurricular Activities

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waivers of Fees for Afterschool Programs

Rocketship shall not charge any student who Rocketship knows is in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by Rocketship.

Student Records

When Rocketship receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, Rocketship shall provide these student records within two (2) business days. Rocketship shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with Rocketship's Educational Records and Student Information Policy, under limited circumstances, Rocketship may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this policy shall be governed by Rocketship's Uniform Complaint Procedures policy.

This complete policy, included within this handbook, serves as annual notice of the policy.

EDUCATION OF HOMELESS CHILDREN AND YOUTH POLICY

The McKinney-Vento Homeless Assistance Act ("the McKinney-Vento Act") is a federal law that ensures educational rights and protections for children and youth experiencing homelessness. (42 U.S.C. 11431 et seq.) This policy is written in compliance with the requirements under the McKinney-Vento Act. It addresses relevant definitions; Rocketship's Designated Homeless Liaison; general assurances regarding the education of homeless children and youth; procedures for identification and reporting; school selection; enrollment and records; transportation rights; and the enrollment dispute resolution process.

Definitions

"Homeless children and youth" mean children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

- Living in a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as cars, parks, public spaces, abandoned buildings or substandard housing (for example, condemned buildings or garages), bus or train stations, or other similar settings. In determining whether a housing arrangement may be deemed “substandard, the school may consider whether the setting lacks one of the fundamental utilities such as water, electricity, or heat; is infested with vermin or mold; lacks a basic functional part such as a working kitchen or toilet; presents unreasonable dangers to adults, children, or persons with disabilities. or is otherwise defined as “substandard” under local housing codes.
- Living in motels, hotels, trailer parks (does not include trailers or mobile homes in a mobile home park) or camping grounds due to a lack of alternative adequate accommodations.
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Living in emergency or transitional shelters.
- Abandoned in hospitals.
- Migratory children who qualify as homeless because they are living in circumstances described above.
- Unaccompanied youth includes a youth not in the physical custody of a parent or guardian.
- A child or unaccompanied youth shall be considered homeless for as long as they are in a living situation described above.

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by Rocketship’s Liaison.

Designated Homeless Liaisons

The Rocketship Homeless Liaison serves Rocketship students in the designated region(s) below.

Sara Escamilla -Guerra
 2001 Gateway Place Ste. 230E
 San Jose, CA 95110
 sguerra@rsed.org
 408-726-1999

The Homeless Liaison is required to:

- Ensure that homeless children and youth are identified by school personnel and through outreach and coordination with other entities and agencies.
- Ensure that homeless students enroll in, and have full and equal opportunity to succeed in, Rocketship schools.
- Ensure that homeless families, children, and youth have access to and receive educational services for which they are eligible.

- Ensure that homeless families, children, and youth receive referrals to health, dental, mental health, and substance abuse services, housing services, and other appropriate services.
- Ensure that parents and guardians are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Ensure that public notice of the educational rights of homeless students is disseminated where children and youth receive services under the McKinney-Vento Act.
- Ensure that enrollment disputes are mediated in accordance with the dispute resolution provisions.
- Ensure that the parent/guardian of a homeless child or youth, or any unaccompanied youth, is fully informed of all transportation services and is assisted in accessing transportation services, if available and feasible.
- Ensure that school personnel receive professional development and other support.
- Assist unaccompanied youth in placement/enrollment decisions.
- Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
- Assist homeless children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records
- Collaborate and coordinate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youth.

Rocketship provides the following general assurances:

- Homeless children and youth shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.
- Homeless children and youth shall be provided services comparable to those received by other students in the school, including transportation services, and education programs for which students meet eligibility criteria, such as services provided under Title 1 or similar state and local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs.
- Homeless children and youth will have access to district administrative level reservation of funds (set-asides) for serving homeless students.
- Rocketship shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.
- Rocketship shall provide and post notices of the educational rights of homeless children and youth.

Identification and Reporting

Rocketship will include the identification of homeless students and their unique educational needs in its targeted work to raise achievement for all students. Homeless children and youth will be identified through:

- The application process for enrollment (self-identification)
- School personnel recommendations
- Coordinated activities with other entities and agencies

Rocketship will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth. Materials will be provided for students and parents in a language easily understood by families and students. If students or families are unable to read, additional support should be provided to explain student rights.

School Selection

Homeless students have a right to select from the following schools:

- The school they attended when permanently housed (School of Origin)
- The school in which they was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

A homeless child or youth's right to attend their school of origin extends for the duration of homelessness. If a child or youth becomes permanently housed during the academic year, they are entitled to stay in the school of origin for the remainder of the academic year.

Enrollment and Records

Homeless students may be identified at the time of enrollment (through self-reports). As all Rocketship schools are independent charter schools, and therefore schools of choice rather than assigned district schools, placement decisions are based solely on parent request through the application process. In order to provide equal access to its schools, the Rocketship annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers.

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be immediately enrolled, if the student otherwise be eligible to attend, and subject to Rocketship's capacity and pursuant to the procedures in the charter document and board policies, even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The Rocketship designee shall immediately contact the school last attended by the

student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the Designated Homeless Liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adults.

In accordance with current Rocketship enrollment policies and state regulations regarding charter schools, if the grade level for which a homeless child or youth has applied has more applicants than spaces available, a random public lottery will take place in order to determine enrollment for the following school year. An "in-district" or "in-county" (depending on the type of school the student has applied to) priority will apply during the lottery to homeless youth who self-identify as homeless during the application process so as to not discriminate against homeless children or youth due to lack of permanent housing. If a homeless child or youth applies for admission after the annual random public lottery, they will be placed on the waitlist in the order in which the application was received, even if the application is incomplete at the time of submission.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Information about a student's living situation that is maintained by Rocketship is part of the student's record, subject to the protections of the Family Educational Rights and Privacy Act (FERPA). In general, FERPA prohibits a school from disclosing personally identifiable information ("PII") from students' educational records without parental consent. One exception to this general consent rule is for information that the school has designated as "directory information," which is information that would not generally be considered harmful or an invasion of privacy if disclosed. However, information regarding a student's living situation is not considered directory information and must be provided the same protections as other non-directory PII.

Transportation

Per the McKinney-Vento Act, Rocketship must provide services to homeless children and youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

Rocketship, where feasible, at the request of the parent/guardian and/or in the best interest of the homeless child or youth, shall provide transportation to students experiencing homelessness to ensure the students are able to stay at the Rocketship school of their choice for the duration of their homelessness. Rocketship may work with the youth's district of residence or other agencies to provide transportation services.

Housing Questionnaire

Rocketship shall administer a housing questionnaire for purposes of identifying homeless children and youth. Rocketship shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Rocketship shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Rocketship. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Rocketship and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Rocketship shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled.

Transportation

Per the McKinney-Vento Act, Rocketship must provide services to homeless children and youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

Rocketship, where feasible, at the request of the parent/guardian and/or in the best interest of the homeless child or youth, shall provide transportation to students experiencing homelessness to ensure the students are able to stay at the Rocketship school of their choice for the duration of their homelessness. Rocketship may work with the youth's district of residence or other agencies to provide transportation services.

Enrollment Dispute Resolution Process

As required by 42 USC § 11432(g)(1)(C), schools must develop and implement written procedures for the receipt and resolution of complaints alleging violations of law with regards to enrollment and school placement as covered by the McKinney-Vento Act. The State Coordinator for the Education for Homeless Children and Youth Program will provide technical assistance to interested parties as requested and as necessary.

If a dispute arises over enrollment or school placement:

- the child or youth must be immediately enrolled in the school requested by the individual or organization submitting the complaint;
- the parent/guardian of the affected student(s) must be provided a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision;
- the child, youth, parent, or guardian must be referred to the McKinney-Vento Homeless Education Liaison for the corporation, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
- in the case of an unaccompanied youth, the Homeless Education Liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Rocketship Dispute Resolution Process

Disputes may arise between a Rocketship school and a homeless student or homeless parent/guardian regarding, among other things, enrollment or transportation. At such a time, the Homeless Education Liaison immediately becomes involved, and Rocketship must follow a procedure that includes these steps:

- A student must be allowed to attend or enroll in the school that is challenging the student's right to attend until a final decision is made regarding the dispute. The challenging school must provide transportation and other school services as needed to the student until the dispute is resolved.
- The dispute resolution process begins at the time a school challenges the right of either a parent or guardian, or in the case of an unaccompanied youth, to enroll a child or youth in school, to continue enrollment in school, or to receive services such as transportation assistance.
- When Rocketship challenges the enrollment or services of the child or unaccompanied youth, Rocketship must:
 - Provide notice of the challenge to the parent, guardian, or unaccompanied youth, through the Homeless Education, on the day of the challenge.
 - Provide notice of the right to appeal the challenge to the parent, guardian, or unaccompanied youth. This notice must include a form to be completed by the parent, guardian, or unaccompanied youth should they decide to appeal Rocketship's decision.
- The Homeless Education Liaison will provide the parent, guardian, or unaccompanied youth with written notice in clear, easy-to-understand language detailing the dispute resolution process.
- Rocketship will have three working days to review its initial decision and make a final decision as to the position taken (i.e., whether it will continue to challenge the right of the student to be enrolled). The decision must state all factual information upon which it is based and the legal basis in support thereof.

Professional Development

All administrators, teachers and employees of Rocketship, including the Rocketship Homeless Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Rocketship Homeless Liaison will verify that Rocketship is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system.

The Rocketship Homeless Liaison shall offer training to Rocketship certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

- (1) Rocketship's homeless education program policies; and
- (2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Rocketship Homeless Liaison shall inform such employees of the availability of training and the services Rocketship Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

Acceptance of Course Work

Rocketship will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

Rocketship will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, Rocketship shall not require the student to retake the portion of the course the student completed unless Rocketship, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Notice

For any homeless student who seeks enrollment at Rocketship, written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled at Rocketship.

Annual Policy Review

Rocketship shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at Rocketship. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. Rocketship's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the General Complaint Process.

This complete policy, included within this handbook, serves as annual notice of the policy.

NOTIFICATION OF IMMIGRATION ENFORCEMENT POLICY

Rocketship Education California's comprehensive Immigration Enforcement Policy may be found on Rocketship' website. The below offers a brief overview and notice.

Rocketship's Commitment to All Students

We provide a safe, welcoming environment for all students regardless of immigration status or religious beliefs. We limit immigration enforcement activities at our facilities consistent with California law.

Your Rights and Protections

Non-Discrimination

We prohibit discrimination, harassment, intimidation, and bullying based on immigration status, nationality, race, ethnicity, citizenship status, religion, national origin, or ancestry. We promptly investigate all complaints and take appropriate action.

Enrollment

We do not request citizenship or immigration documentation for enrollment, other than documents we might review but not retain to establish a child's birthdate. We accept various documents to establish residence (utility bills, rental agreements, pay stubs, declarations of residency) and age (birth certificates, baptism certificates, passports, or affidavits). Students experiencing homelessness may enroll even without typical documentation if otherwise eligible.

Privacy of Information

We do not collect or maintain information about students' or families' citizenship or immigration status except when required by law for specific education programs. If we do, we collect such information separately from enrollment and do not use it to discriminate or prevent school attendance.

Social Security Numbers

We do not require Social Security numbers for enrollment. We may request the last four digits of an adult household member's number only to establish eligibility for free or reduced-price meals. Students can still qualify without providing this information if they meet income requirements.

Information Sharing Limits

We do not share student information that might indicate immigration or citizenship status unless authorized by the Family Educational Rights and Privacy Act (FERPA) or required by valid court orders, warrants, or subpoenas. We provide parents notice before responding to such requests (except in child abuse cases or when prohibited).

Immigration Enforcement Officers

Without written parental consent, we do not provide student information to immigration enforcement officers unless they present a valid judicial warrant, judicial subpoena, or court order signed by a judge. ICE administrative warrants do not authorize access to nonpublic school areas or student information.

Campus Access Procedures

Immigration enforcement officers carrying out immigration enforcement activities may not enter nonpublic school areas without a valid judicial warrant or court order. In the event of an enforcement activity authorized by a judicial order, our staff will:

- Request credentials and documentation from any officer
- Contact the school site administrator before granting access
- Request that officers not interrupt instruction
- Document all interactions and notify parents, staff, and students pursuant to the procedures outlined in our Comprehensive School Safety Plan
- Report attempts to access campus or students to the California Department of Justice and to the Charter School Board of Directors

Anti-Bullying and Hate Crimes

We educate students about respecting all peers and the harmful effects of bullying based on protected characteristics. We train staff to eliminate hostile environments and respond to harassment. Students who experience hate crimes have the right to report them. Review our complete Harassment, Discrimination,

Intimidation, & Bullying Policy and Uniform Complaint Procedures in the main office.

Support for Families

Emergency Contacts

You may update your student's emergency contact information anytime. We encourage you to include a trusted adult or multiple adults who can care for your child if you become unavailable. We use this information only for emergencies.

Caregivers Authorization Affidavit

We encourage families to support relative caregivers in completing a Caregivers Authorization Affidavit. We will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit.

If Parents Are Detained

We release students to emergency contacts or anyone with a Caregiver's Authorization Affidavit. We contact child protective services only if we cannot arrange care through provided contacts.

Family Safety Plans

We encourage families to develop safety plans identifying trusted adults who can care for students and locations of important documents (birth certificates, passports, medical information).

Resources for Detained Family Members:

- **ICE Detainee Locator:** <https://locator.ice.gov/odls#/search>
- **Legal Assistance:** California organizations accredited by Board of Immigration Appeals at <https://www.justice.gov/eoir/recognition-accreditation-roster-reports>; Self-Help Centers at <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- **Consulates/Embassies:** Contact your country of origin's consulate for assistance

PREGNANT AND PARENTING STUDENTS

Pregnant and Parenting Students

Rocketship recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth

takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Rocketship will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re enrollment in courses.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the General Complaint Process.

This complete policy, included within this handbook, serves as annual notice of the policy.

MENTAL HEALTH NOTIFICATION

The mental health of our Rocketeers, families, staff and community is exceptionally important.

Mental Health Services

Rocketship is committed to providing mental health services to meet the needs of all students in the District. These services include: Special Education, Homeless & Foster Youth Services, Health Services, Counseling, Social Skills Groups, and 504 Plans to name a few.

Each school site can provide some type of counseling and intervention services to high-risk students and their families upon request. These services are accessed through our MTSS system and pre-referral process. Supplemental counseling services are available at all sites through community mental health agencies. Written permission from a parent/guardian is required for a student to participate in supplementary counseling services, unless the student is over the age of 12 and, in the professional clinical judgment of the mental health provider, is deemed mature enough to competently consent to their own treatment. The provider will generally involve a parent/guardian in the treatment unless involvement would be inappropriate or detrimental to the student .

State law provides that parent/guardian permission may not be required for a student over the age of 12 under the following conditions: the child may present a danger of harm to themselves or others or is the alleged victim of child abuse; or involvement of the parent/guardian would be detrimental to the child's welfare. In these circumstances, the community agency counselor may make a report to a children's protective agency.

Resources

If you have a serious and immediate safety concern regarding a student (yourself or a friend), please call 9-1-1. If your concern needs immediate mental health attention, support is also available by contacting one of the hotlines listed below.

If you have a serious and immediate safety concern regarding a student (yourself or a friend), please call 9-1-1. If your concern needs immediate mental health attention, support is also available by contacting one of the hotlines listed below.

Hotlines

Bill Wilson SOS Crisis Hotline Description: 24-Hour Crisis Line Hotline: 408-278-2585	Alum Rock Crisis Description: A 24/7 mobile community response support line. Hotline: 408-294-0579	Crisis Text Line Description: Free 24/7 support for people in crisis. Hotline: Text "HOME" to 741741
Uplift Crisis Description: 24-Hour Crisis Line Hotline: 408-379-9085 or toll-free 877-412-7474	Child Protective Services Description: Accepts reports about children 17 or younger who may be in danger to abuse, abandonment and exploitation. Hotline: 800-632-4615	Domestic Violence Crisis Line Description: Free 24/7 crisis hotline. Hotline: 800-572-2782
EMQ Mobile Crisis Description: Mobile crisis support for minor: 5150 assessment, support, and safety planning. Hotline: 408-379-9085	National Suicide Prevention Lifeline Description: Suicide prevention hotline and services. English: 800-273-TALK Español: 888-628-9454 TTY: 800-799-4889 Online chat: suicidepreventionlifeline.org	Santa Clara County Suicide & Crisis Hotline Description: Suicide & Crisis Hotline Available 24hrs/7days. Hotline: 1-855-278-4204 Website: www.sccgov.org
Shelter Bed Hotline Description: Hotline with information about emergency shelters in the Bay Area. Hotline: 800-SHELTER	YWCA Silicon Valley Description: 24 hour live crisis assistance and counseling services for sexual assault, domestic violence, and human trafficking. Hotline: 800-572-2782 Website: www.ywca-sv.org	Mental Health Resources Bill Wilson Center Description: Serves youth and families focusing on housing, education, counseling and advocacy. Phone: 408-243-0222 Website: www.billwilsoncenter.org

Bill Wilson Center: Center for Living with Dying Description: Grief counseling, support groups, community crisis support, parent support. Phone: 408-243-0222 Website: www.billwilsoncenter.org	Bill Wilson Center Description: Services for homeless & runaway youth. Phone: 408-850-6125 Website: www.billwilsoncenter.org	Foothill Community Health Center Description: Counseling and medical services. Phone: 408-729-9700 Website: http://www.sjffcc.org/counseling.html
National Runaway Safeline Description: Anonymous and confidential runaway support services for young people. Phone: 800-RUNAWAY Website: www.1800runaway.org	The Food Connection Description: Referrals to people needing food assistance in Santa Clara County. Phone: 800-984-3663	The Opportunity Center Description: Establish affordable homes and enable the provision of beneficial services for very low-income or homeless individuals and families. Phone: 650-853-8672 Website: www.communityworkinggroup.org
Your House South Description: Temporary housing and counseling center for youth experiencing family problems or who have run away from home. Phone: 650-367-9687	National Human Trafficking Hotline Description: 24/7 hotline. Phone: 888-373-7888 Text "HELP" to 233733 (BeFree) Website: https://humantraffickinghotline.org	Community Overcoming Relationship Abuse Description: Provides crisis intervention, counseling and civil legal services for victims of domestic violence. Phone: 800-300-1080
Domestic Violence Intervention Collaborative Description: Individual therapy, groups, and classes. Phone: 408-294-0006 Website: www.dvintervention.org	U.S. Department of Justice Description: Information for Parents & Guardians talking with children about sexual abuse and violence. Website: www.nsopw.gov	YWCA Silicon Valley Description: Rape crisis intervention, advocacy and accompaniment, individual, group, family counseling, sexual assault, domestic violence, and human trafficking support, emergency shelter and legal help. Crisis: 800-572-2782 San Jose: 408-295-4011 Website: www.ywca-sv.org
AACI Substance Abuse Program Description: Individual, group, and family therapy for drug & alcohol, anger management,		

domestic violence, parenting classes. Phone: 1-800-488-9914 Website: www.aaci.org		

SCHOOL MEALS NON-DISCRIMINATION NOTICE

Rocketship is an equal opportunity provider of student meals.

Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies prohibit Rocketship Charter School from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax: (833) 256-1665 or (202) 690-7442; or
email: Program.Intake@usda.gov

All complaints of discrimination or harassment that do not involve allegations of Title IX violations should be made under the General Complaint Process described under the Notification of Rights and Assurances section of this Handbook. Rocketship will report complaints received about discrimination or harassment in the School Meal Programs to the appropriate state and federal agencies as required by law.

GENERAL COMPLAINT PROCESS

Rocketship values the concerns of our parents, staff, students, and community members and takes all concerns and complaints seriously. The following General Complaint Process should be employed to ensure complaints receive full consideration.

Informal Complaints

Because most difficulties can be resolved by communicating concerns, complainants are encouraged to discuss their concerns or complaints promptly and candidly with their student's teacher, the school Principal, or the school Principal's designee. However, a complainant is not required to discuss his/her complaint in any manner or for any reason prior to initiating a formal complaint.

Use of General Complaint Process

Rocketship's General Complaint Process should be used as follows:

- To deal with complaints and concerns pertaining to school staff, the educational environment or interpersonal student conflicts.
- To allege violations of state or federal law that do not fall under the purview of the Uniform Complaint Procedures (UCP), or of the school's charter.

Who May File a Complaint

The procedures set forth below may be used by complainants who are students, parents, or visitors. Employees should refer to the Employee Handbook for procedures specific to filing employee complaints.

Confidentiality

All documentation and information related to an investigation into a complaint is considered confidential and is not revealed or discussed with persons not involved in the investigation of the complaint or decision-making process.

Filing a Complaint

Complainants may file complaints verbally or in writing through four methods: in person, by phone, via email or by completing the General Complaint Form.

Complainants should follow the process outlined below when they wish to file a formal written complaint regarding school policies, procedures, and/or practices. The school will respond as outlined below.

1. Fill out a General Complaint Form available at the school's front office. The General Complaint Form should be submitted to the school Principal within 90 calendar days of encountering the issue that is the subject of the complaint.

2. Upon receiving a completed General Complaint Form, the school Principal or his/her designee will notify the Title IX Compliance and Civil Rights Officer as applicable if the complaint falls under the purview of the Title IX complaint procedures. The Title IX Compliance and Civil Rights Officer, in consultation with Legal, Compliance, and other departments, will notify state authorities of the complaint if appropriate and/or legally required.
3. If the complaint does not otherwise fall under the purview of Title IX or UCP procedures, the Principal, or his/her designee, will conduct an adequate, reliable, and impartial investigation of the complaint. This will include interviewing witnesses, obtaining any relevant documents, collecting any other pertinent evidence, and allowing parties to provide evidence. The investigation will aim to be concluded within 20 school days of receiving the General Complaint Form unless exceptional circumstances justify an extended period within which to complete the investigation. The amount of additional time granted for an exceptional circumstance will be determined on a case-by-case basis. Rocketship will provide the parties with periodic updates on the timeline as the investigation progresses.
4. The person who conducted the investigation (either the Principal or his/her designee) will prepare a final written report with a recommendation for resolving the complaint and will provide the final report to the Title IX Compliance and Civil Rights Officer. The final report will name the party bringing the complaint, describe the nature of the complaint, summarize the investigation, recommend one or more resolutions, and provide reasons for the recommended resolutions.
5. The parties will be informed once the investigation is complete. If required by law, the parties will be provided a copy of the final written report. If either party is not satisfied with the school's determination, that party may appeal to the Executive Director and/or may pursue any other appeals provided by law. Appeals to the Executive Director must be submitted in writing by either party within ten (10) school days of the party's notification of the end of the investigation. The Executive Director will review the appeal under a preponderance of the evidence standard and render a written decision within 45 calendar days.
6. If either party is not satisfied with the Executive Director's decision, that party may appeal to the Governing Board and/or may pursue any other appeals provided by law. Appeals to the Governing Board must be made in writing addressed to the Board Chair and submitted to Compliance@rsed.org within ten (10) school days of the Executive Director's decision. The Board will review the appeal under a preponderance of the evidence standard and render a written decision within ninety 90 calendar days.

Prohibition Against Retaliation

Rocketship will not retaliate against any person who files a complaint in accordance with this Policy or against any person who participates in proceedings related to this Policy. In addition, Rocketship will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, bullying, intimidation, or any other concern, or who cooperates in an investigation of such a complaint. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

Modification

Rocketship may approve modification of the foregoing procedures in a particular case if the modification is for good cause and does not violate the due process rights of the parties involved or any policies of Rocketship.

Contact Information

The contact information for the school Principal can be found in your school's addendum and on the school's website.

Other Remedies

This complaint process does not bar complainants from filing claims in other forums to the extent permitted by state or federal law.

UNIFORM COMPLAINT PROCEDURE ("UCP")

A UCP complaint is a written and signed statement alleging a violation of enumerated federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint. Rocketship developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the governing board or the authorized designee.

Scope

As described above, the UCP does not apply to all types of complaints, only those as designated below. The following is a list of all programs and activities that are subject to the UCP.

Accommodations for Pregnant and Parenting Pupils (California Education Code [EC] Section 46015)

Adult Education (EC sections 8500–8538, 52334.7, 52500–52617)

After School Education and Safety (EC sections 8482–8484.65)

Agricultural Career Technical Education (EC sections 52460–52462)

Career Technical and Technical Education and Career Technical and Technical Training Programs (EC sections 52300–52462)

Child Care and Development Programs (EC sections 8200–8488) Compensatory Education (EC Section 54400)

Consolidated Categorical Aid Programs (34 CFR sections 299.10–12, EC Section 33315)

Course Periods without Educational Content (EC sections 51228.1–51228.3)

Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).

Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district (EC sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)

Every Student Succeeds Act (20 United States Code [20 U.S.C.] Section 6301 et seq.; EC Section 52059)

Local Control and Accountability Plans (LCAP) (EC Section 52075)

Migrant Education (EC sections 54440–54445)

Physical Education Instructional Minutes (EC sections 51210, 51222, 51223)

Pupil Fees (EC sections 49010–49013)

Reasonable Accommodations to a Lactating Pupil (EC Section 222)

Regional Occupational Centers and Programs (EC sections 52300–52334.7)

School Plans for Student Achievement (EC Section 64001)

School Safety Plans (EC sections 32280–32289) School Site

Councils (EC Section 65000)

State Preschool (EC sections 8235–8239.1)

State Preschool Health and Safety Issues in LEAs Exempt from Licensing (EC Section 8235.5)

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate. Rocketship does not offer State Preschool Programs.

The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to the our UCP complaint procedures set forth in this document:

- Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
- Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to DSS.
- Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.

Rocketship has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. Rocketship shall investigate and seek to resolve, in accordance with the LEA's UCP, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by the district that are subject to the UCP.

Rocketship acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects, to the greatest extent reasonably possible, the confidentiality of the parties and the integrity of the process. Rocketship cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, Rocketship will attempt to do so as appropriate. Rocketship may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

Rocketship prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of the our approved UCP complaint procedures to all of our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties .

This notice may be made available on our website and shall include the following:

- information regarding allegations about discrimination, harassment, intimidation, or bullying
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;

This complete policy, included within the Student/Parent Handbook, serves as annual notice of the policy.

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred. We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or

bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The Board of Directors designates the Compliance Officer to receive and investigate complaints and to ensure Rocketship's compliance with law:

Renita Thukral
Title IX Compliance and Civil Rights Officer
2001 Gateway Place Ste. 230E
San Jose, CA 95110
compliance@rsed.org

The Compliance Officer or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Compliance Officer or designee.

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity that does not otherwise fall under an applicable exception to the general prohibition against unlawful pupil fees.

A pupil fees complaint may be filed with the principal of a school or with our Executive Director or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Complaints regarding noncompliance with Education Code section 243 or 244 may also be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

Procedures for the Investigation and Resolution of UCP Complaints

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the Allegations. Refusal by Rocketship to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the Complainant.

The Complaint shall be presented to the compliance officer, who shall maintain a log of complaints received, providing each with a code number and date stamp. Upon receiving a complaint, the compliance officer shall also promptly notify the designated Rocketship Executive Director. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the Complainant agrees to mediation in writing, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with their investigation of the complaint. The use of mediation shall not extend Rocketship's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the Complainant agrees in writing to an extension of time.

This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:

- for complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
- for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil
- With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;
- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

If an employee is disciplined as a result of the complaint, the decision shall simply state that disciplinary action was taken and that the employee was informed of Rocketship's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The Complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the Complainant must specify and explain the basis for the appeal, including at least one of the following:

- Rocketship failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the Rocketship Investigation Report.

Complaints should be sent to:

California Department of Education
Categorical Programs Complaints Management Office
1430 N Street
Sacramento, CA 95814-5901

For questions, Complainants can also contact the CDE's Complaints Management Office at 916-319-0929.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. Complainants alleging a violation of Education Code section 220, 243, 244, 51500, 51501, or 60044, may seek civil remedies after sixty (60) calendar days have elapsed from the filing of an appeal with the CDE. before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

TEACHER QUALIFICATION INFORMATION

As Rocketship receives Title I federal funds through the Elementary and Secondary Education Act (ESEA), as reauthorized and amended by the Every Student Succeeds Act (ESSA), all parents/guardians of students attending Rocketship may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

- Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher; and
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, Rocketship will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director to obtain this information.

TITLE IX COMPLAINT PROCESS

Rocketship values the concerns of our parents, staff, students, and community members and takes all concerns and complaints seriously.

Rocketship's comprehensive Title IX Policy and Grievance Procedures, which contain the rules and procedures for reporting sexual harassment and for pursuing available remedies, may be found on Rocketship's website. The below offers a brief overview.

Complaints under Title IX

Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to Rocketship's Title IX Compliance and Civil Rights Officer, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

If a student or parent/guardian believes they or someone else has experienced sexual discrimination or harassment at school, they should report the concern as soon as possible. All complaints and reports of sex discrimination or sexual harassment should be submitted to our Title IX Coordinator, who can be reached at:

Title IX Compliance and Civil Rights Officer
2001 Gateway Place, Ste. 230E
San Jose, CA 95110
rthukral@rsed.org

An investigation of those complaints is conducted promptly and impartially.

Supportive Measures

Once an allegation of Title IX discrimination, sexual harassment, or retaliation has been received, the school designee and/or Title IX Compliance and Civil Rights Officer/designee will offer individualized supportive measures to ensure the safety of the parties involved and the safety of the educational environment, to restore or preserve equal access to Rocketship's education program or activity, and to provide support during the investigation and resolution process.

Examples of supportive measures include, but are not limited to designating a staff member to serve as that complainant's "safe" person, altering the respondent/complainant's seating or schedule to reduce access between the respondent and the complainant, creating individual safety plans, and possible consultation with the school's professional mental health service providers.

Investigation, Determination of Responsibility and Remedies

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The investigation will be conducted by the Title IX Compliance and Civil Rights Officer/designee in a prompt and equitable manner to remedy the alleged violation. Rocketship will use a preponderance of the evidence standard (i.e., more likely than not that harassment occurred) when resolving complaints. If the Title IX Compliance and Civil Rights Officer/ designee determine an incident of discrimination, sexual harassment, or retaliation has occurred, prompt and effective steps will be taken to end the unlawful conduct, eliminate its effects, prevent recurrence of an incident, and restore the safety of the complainant.

For additional information, please see Rocketship's Title IX Policy and Grievance Procedures available on Rocketship's website.

TITLE I PARENT INVOLVEMENT

Parent involvement is one of the three pillars of Rocketship. We work directly with parents, helping them become leaders at home, in the school, and in their communities. Our commitment to parent engagement is reinforced through our Title I Parent Involvement Initiatives.

Development and Review of Policy

Rocketship will take the following actions to engage parents in the joint development and review of its Title I Parent Involvement Policy:

- Gathering and disseminating to parents for review the following materials: the Title I Parental Involvement Policy and the Title I school-parent compact. These materials will be disseminated to parents during one of the school's fall community meetings or at fall parent/teacher conferences.
- Soliciting written and oral input from parents through regularly scheduled community meetings, parent/teacher conference feedback and regular written communications with parents. Schools will distribute the Title I policy through the Parent/Student Handbook and/or at community meetings throughout the school year.

Schools will distribute the Title I policy through the Parent/Student Handbook and/or at community meetings throughout the school year.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Rocketship, the following practices have been established:

- All parents are invited to participate in the annual review of the school's Title I programs. All flyers

and notices about the meetings are disseminated by classroom and school newsletters, email, calls, and website posts. Each year the school holds at least two (2) meetings to review, elaborate, edit, and add goals to school programs and plans. The plan may also be discussed at meetings of the School Site Council.

- Rocketship schools provide the necessary coordination, technical assistance, flexibility, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. The school will offer monthly community meetings, workshops, and additional activities for parents. The parents will vote at community meetings held either at the end of the school year (for the following year) or at the beginning of the year (for current year) to give input on the content of community meetings and any additional workshops they would like to have. Parents who cannot attend the meetings will be invited to give input through a survey, letter, email, or call to their Title I teacher.
- If the schoolwide plan is not satisfactory to the parents of participating children, Rocketship shall submit any parent comments on the plan when the school makes the plan available.
- Rocketship schools involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy using the measures described above.
- Rocketship schools provide parents of Title I students with timely information about Title I programs through school and classroom newsletters, parent-teacher home visits, parent- teacher conferences, family events and exhibition nights, and community meetings and leadership training.
- Rocketship schools build the capacity of parents/guardians for strong parent involvement. Each school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Schools will also provide parents/guardians with assistance on how to monitor their children's progress and work with educators to improve the achievement of their children. The school shall ensure that this information is communicated to parents/guardians in a format and, to the extent practicable, language that the parent/guardian can understand.
- Rocketship schools provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This happens through community meetings, parent-teacher conferences, home visits, and school and classroom newsletters.
- If requested by parents, and to the extent not covered by any of the above options, Rocketship will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- Rocketship, with the assistance of its parents, will educate its teachers, school leaders and other school staff how to reach out to, communicate with, and value parents as equal partners in their children's education. The school shall inform parents/guardians of the existence of parent

resource centers in the state that provide training, information, and support to parent/guardians.

This policy will be updated periodically to meet changing needs of parents and the school.

School-Parent Compact

Rocketship distributes to parents of all students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

The compact will permit parents to communicate obstacles to parental involvement, and Rocketship will consider discussing available resources with parents as required and appropriate.

Building Capacity for Involvement

As described above, Rocketship schools engage Title I parents in meaningful interactions with the school. Our schools support a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices which are undertaken during regular community meetings, home visits, parent-teacher conferences, and special school events.

- Rocketship provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Rocketship provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- Rocketship educates staff members about the value of parent contributions, and how to work with parents as equal partners. Rocketship has a Parent Leadership team, which is tasked with building parental capacity for leadership and parent involvement.
- Rocketship involves parents of all backgrounds, including those with limited English proficiency, those with disabilities, and parents of migratory students.
- Rocketship coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- Rocketship distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- Rocketship provides support for parental involvement activities requested by Title I parents.

In carrying out the parent and family engagement requirements of this policy, Rocketship shall provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and families who have disabilities, and parents and

family members of migratory children. This includes providing information and school reports required under section 1111 of the ESEA, as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand.

SCHOOL-PARENT COMPACT

Rocketship has a responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.

Parents/guardians will be responsible for supporting their children's learning in a variety of ways, including, but not limited to by:

- monitoring attendance, homework completion, and television viewing;
- volunteering in the classroom, at the school, or at a school-sponsored event (not required, but Rocketship strongly encourages the completion of 20 Parent Participation hours);
- attending school community meetings and other school events;
- participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.

Rocketship believes in the importance of communication between teachers and parents/guardians on an ongoing basis. This shall be established by:

- Parent-teacher conferences, at least annually, during which the compact shall be discussed as it relates to the student's achievement.
- Frequent reports to parents/guardians on their children's progress.
- Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.
- Ensuring regular two-way communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- Regular opportunities to attend school community meetings and other school-sponsored events.

NOTIFICATION OF RIGHTS UNDER PPRA

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the

following protected areas (“Protected Information Survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
 8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
 - Inspect, upon request and before administration or use –
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Rocketship Education has developed and adopted policies, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection,

disclosure, or use of personal information for marketing, sales, or other distribution purposes. Rocketship Education will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Rocketship Education will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Rocketship Education will make this notification to parents at the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

NOTIFICATION OF RIGHTS UNDER COPPA

Rocketship schools use several computer software applications and web-based services, operated not by schools in our network, but by third-party vendors. We use these tools to provide students with the most effective software and web-based services for learning. In accordance with the Children's Online Privacy Protection Act (COPPA), Rocketship consents to the vendors' collection, use, and disclosure of information obtained directly from students. Rocketship gives this consent on behalf of parents.

Under COPPA, each software provider or website operator must maintain the confidentiality of the information collected and must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits schools such as ours to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the web site operator. For more information on COPPA,

please visit <https://www.ftc.gov/business-guidance/resources/complying-coppa-frequently-asked-questions>.

A list of the software and services used by RSED, with the privacy policy for each, can be found on our website at: <https://www.rocketshipschools.org>.

Upon request from Rocketship, vendors must provide the school a description of the types of personal information collected; an opportunity to review a child's personal information and/or have the information deleted; and the opportunity to prevent further use or online collection of a child's personal information.

Parents retain the right to request review of their child's personal information and/or have information deleted. Parents also have the right to opt out of having their child participate in educational activities that involve the collection, use, or disclosure of personal information collected from their child.

SCHOOL ACCOUNTABILITY REPORT CARD (SARC) NOTICE

Rocketship's School Accountability Report Card (SARC) is available on each of our school's websites (<https://www.rocketshipschools.org/area/ca>). You can also request a hard copy from the front office.

NOTIFICATION UNDER THE ASBESTOS HAZARD EMERGENCY RESPONSE ACT

Rocketship Education complies with all relevant laws by maintaining an asbestos management plan for any buildings we occupy, whether owned or leased, that contain asbestos-containing materials. This plan includes routine inspections and proactive communication with families and staff regarding any asbestos-related activities within the school.

ROCKETSHIP ALMA ACADEMY ADDENDUM

SCHOOL SITE

Rocketship Alma Academy
198 W Alma Ave
San Jose, CA 95110

Principal: Abel Ibarra
Office Manager: Marisol Urias
Email: murias@rsed.org
(408) 931-6838

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday
TK- 2:00 pm
K-5- 3:30pm

Minimum Day Dismissal- Thursday
TK- 1:00 pm
K-5- 1:00 pm

OFFICE HOURS

Front Office Hours
Regular Day: 8:00 am – 3:00 pm
Minimum Day: 8:00 am – 12:30 pm

Email requests: murias@rsed.org
Please allow 3 business days for all requests.

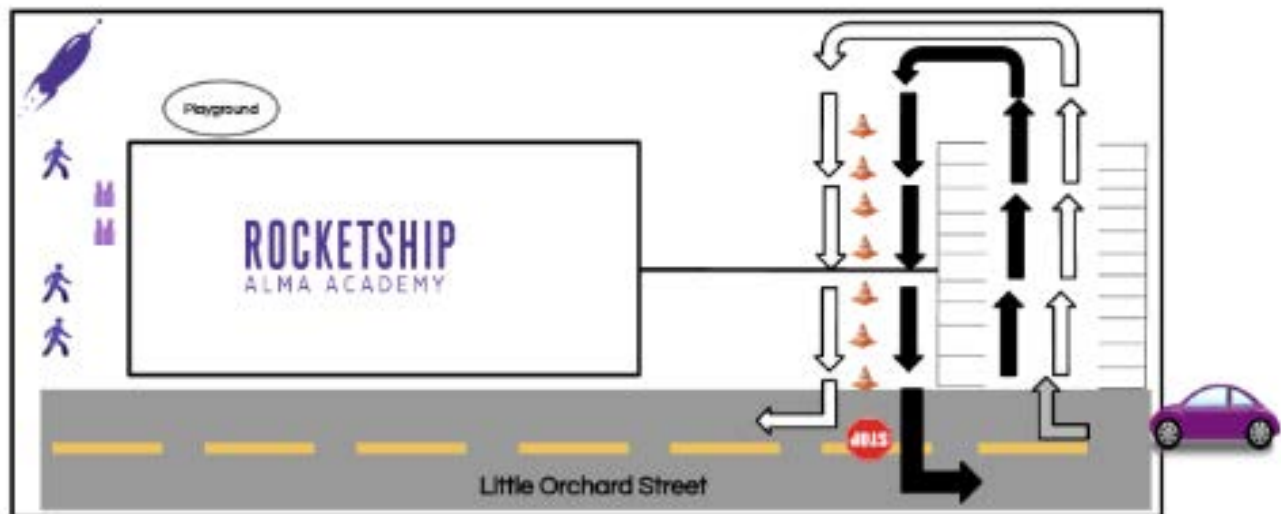
ARRIVAL AND DISMISSAL PROCEDURES

Walker Drop-Off/Pick-Up

- For drop off, staff will open doors located on Little Orchard by the front office.
- Students will enter and go to their launch line.
- For pick up, staff will open the large gates on Alma Ave.
- Parents will be checked in by staff at the gate and then can wait on the blacktop for their student to come out to them.

Car Line Drop-Off/Pick-Up

- For drop off, parents can start entering the parking lot at 7:10 am and gates will be opened at 7:15 am.
- During drop off: put the car in park and wait for staff to open the car door, greet family, and help your student(s) exit.
- During pick up: put the car in park once in the roundabout, wait for your child to be released to the car, **DO NOT** call your student(s) to the car.
- Lane close to the fence will exit the roundabout by making a left onto Little Orchard when staff directs them to.
- When staff direct the drivers to move, the lane close to the building will exit the roundabout by making a right onto Little Orchard.



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including **Starbucks**, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school office for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Alma Academy

Five Core Values: Respect, Responsibility, Persistence, Empathy, and Service.

Creed:

I am a Rocketship Rocketeer at home, at Alma, and in my community.

I see the needs of others and improve their lives through service.

I am respectful of myself, others, and the environment.

I am responsible for my learning, actions, and achievement.

I am empathetic to my world, and I am persistent in attaining excellence.

Together, we are all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Alma Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform polo shirt, dark purple collared shirt or t-shirt.
- Any sweaters and jackets when worn inside must be solid colored green, black, purple & white.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

For information on where to purchase Rocketship branded uniform shirts please contact your student's teacher or the school's Office Manager. Families are not required to purchase uniform with logo as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Abel Ibarra
aibarra@rsed.org
832-885-5157

SAFETY PLANS

Primary and Secondary Evacuation Sites

Our Primary Evacuation Site is located on campus on the blacktop near the school parking lot. We will use this evacuation site when it is safe to remain on campus.

Our Secondary Evacuation Site is located off campus at Alma Community Center. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP BRILLIANT MINDS ADDENDUM

SCHOOL SITE

Rocketship Brilliant Minds
2960 Story Rd
San Jose, CA 95127

Principal: Vanessa Estavillo
Office Manager: Sonia Velazquez
Phone: (408) 708-5650
Email: brilliantminds@rsed.org

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Day Schedule - Monday, Tuesday, Wednesday, and Friday

TK- 2:00 pm

K-Grade 2 - 3:30pm

Grade 3 – Grade 5 – 3::30 pm

Minimum Day Schedule – Thursday

TK – Grade 2 - 12:50 pm

Grade 3 – Grade 5 – 1:00 pm

OFFICE HOURS

Front Office Hours: 8am-4pm Monday to Friday

Email requests: brilliantminds@rsed.org
Please allow 3 business days for all requests.

ADDITIONAL ARRIVAL AND DISMISSAL PROCEDURES

- For both arrival and dismissal, you may choose to drive up or park in the FoodMaxx parking lot and walk up to school
- At arrival, we only have two drop off zones: Car Arrivals and Walker Arrivals.
 - Car Arrivals: Students riding in cars remain in the car until an Operations team member can assist in the unload zone.
 - Walker Arrivals: Students must be accompanied with an adult all the way to the front office gate where an Operations team member can assist their entry to the school building.
- At Dismissal, please arrive at the time of your oldest child's dismissal time along with dismissal cards for each student. Arriving too early may mean that you are asked to park or loop around Story Road again.
- Reminder, students must be accompanied with an adult during all drop off and pick up times.
- NO PARKING in the front roundabout of the Church or Food Maxx Alley Way.

SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Pre-packaged or store bought items are allowed for birthday celebrations. Homemade foods are not allowed for safety and allergy reasons. Parents/Guardians may contact their student's teacher(s) and/or school Leaders for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Brilliant Minds

Five Core Values: Respect, Responsibility, Persistence, Empathy, and Initiative.

Creed:

I am a Rocketship Rocketeer, at home, at school and in my community.

I show respect to myself, my neighbors and the environment.

I take responsibility for my learning and actions.

I show empathy supporting others in need.

I take initiative in solving the problems that I see.

And I am persistent in attaining excellence.

Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Brilliant Minds uniform consists of:

- Permitted bottoms: appropriately sized khaki or black pants, shorts, dress, skirt, or skorts (not leggings)
- Permitted shirts: Rocketship logo shirt, green or dark purple collared shirt, RBM logo shirts
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

For information on where to purchase Rocketship branded uniform shirts please contact your student's teacher or the school's Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a green or dark purple shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Ebony Princess Lee

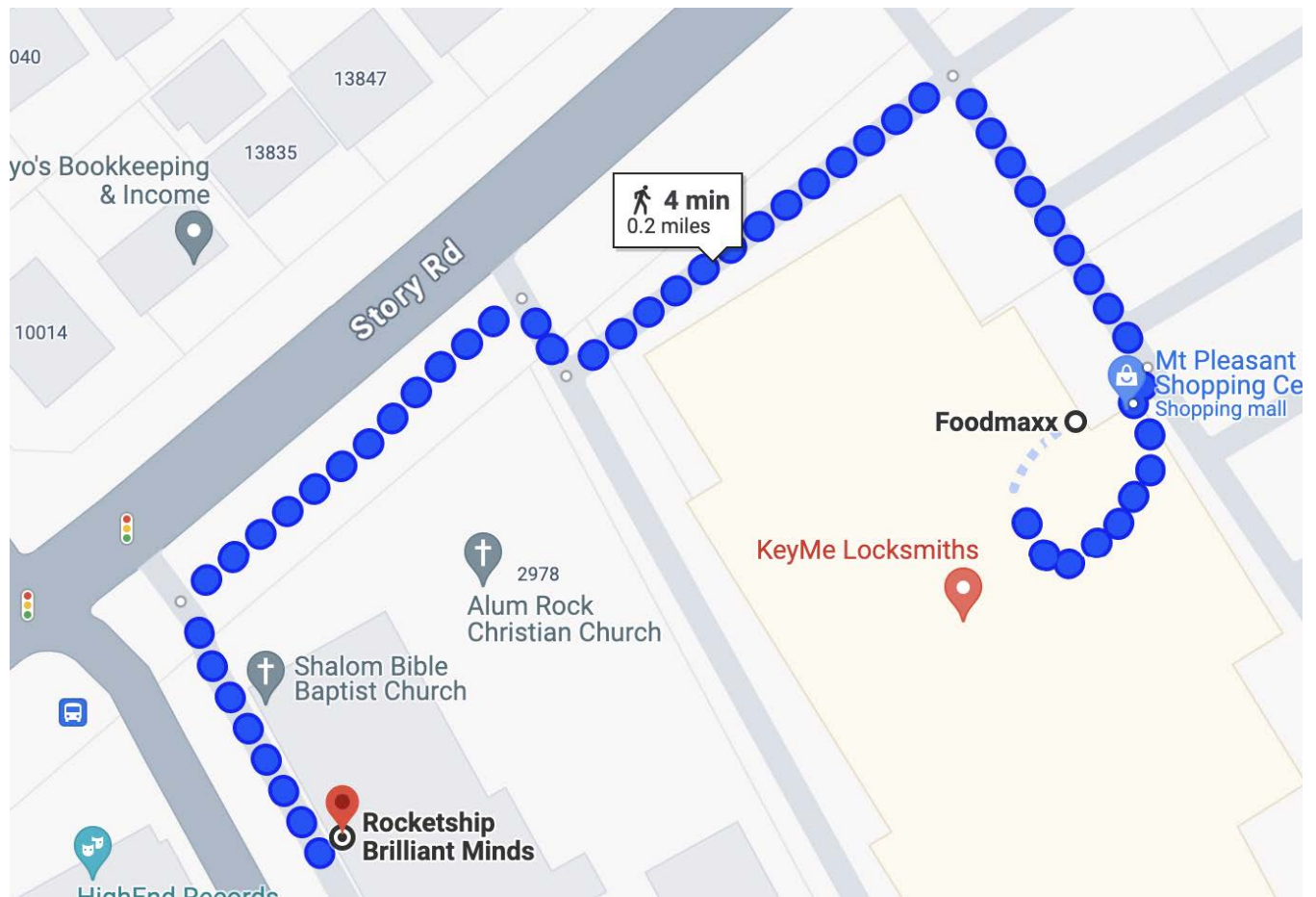
ecutts@rsed.org

SAFETY PLANS

Our primary evacuation site is located on campus in the school parking lot.

Our secondary evacuation site is located off campus at the FoodMaxx Shopping Center, 3000 Story Rd, San Jose, CA 95127.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP DELTA PREP ADDENDUM

SCHOOL SITE

Rocketship Delta Prep
1700 Cavallo Rd
Antioch CA, 94509

Principal: Nia Belvin
Office Manager: Rebecca Rico
Email: rdl@rsed.org
Phone: 925-951-6800

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Dismissal- Monday, Tuesday, Wednesday, and Friday
TK: 2:00pm
K-2nd: 3:10pm
2nd-5th: 3:30pm

Minimum Day Dismissal- Thursday
TK-2nd: 1:00pm
3rd-5th: 1:15pm

OFFICE HOURS

Front Office Hours: Monday-Friday, 8am-4pm

Email requests: rrico@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Drop-Off



Pick-Up



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)

- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut and Citrus Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly **tree nut and peanut-free environment**. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

To ensure the safety of staff with severe peanut allergies, our school is a strictly **citrus-free environment**. Citrus and related products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Teacher or Principal for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Delta Prep

Five Core Values: Respect, Responsibility, Persistence, Empathy, and Courage.

Creed:

I am a Rocketship Rocketeer at home, at school, and in my community!
 I am COURAGEOUS when facing challenges, and use grit to unleash my potential.
 I am RESPECTFUL of myself, others, and the environment!
 I am RESPONSIBLE for my learning, actions, and achievements!
 I am EMPATHETIC to my world, and I am PERSISTENT in attaining excellence!
 Together, we are all Rocketship Rocketeers!!!
 Together, we are all Rocketship Rocketeers!!!

STUDENT DRESS CODE

Rocketship Delta Prep uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts,
- A Rocketship uniform shirt or a dark purple collared shirt. Delta Prep sponsored spirit shirts are also permitted.
- Any sweaters and jackets when worn inside must be solid colored black or purple as much as possible.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces, sandals, clogs, and/or Crocs are not considered to be safe or appropriate for school.

For information on where to purchase Rocketship branded uniform shirts please contact your student's teacher or the school's Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Nia Belvin
Principal
nbelvin@rsed.org

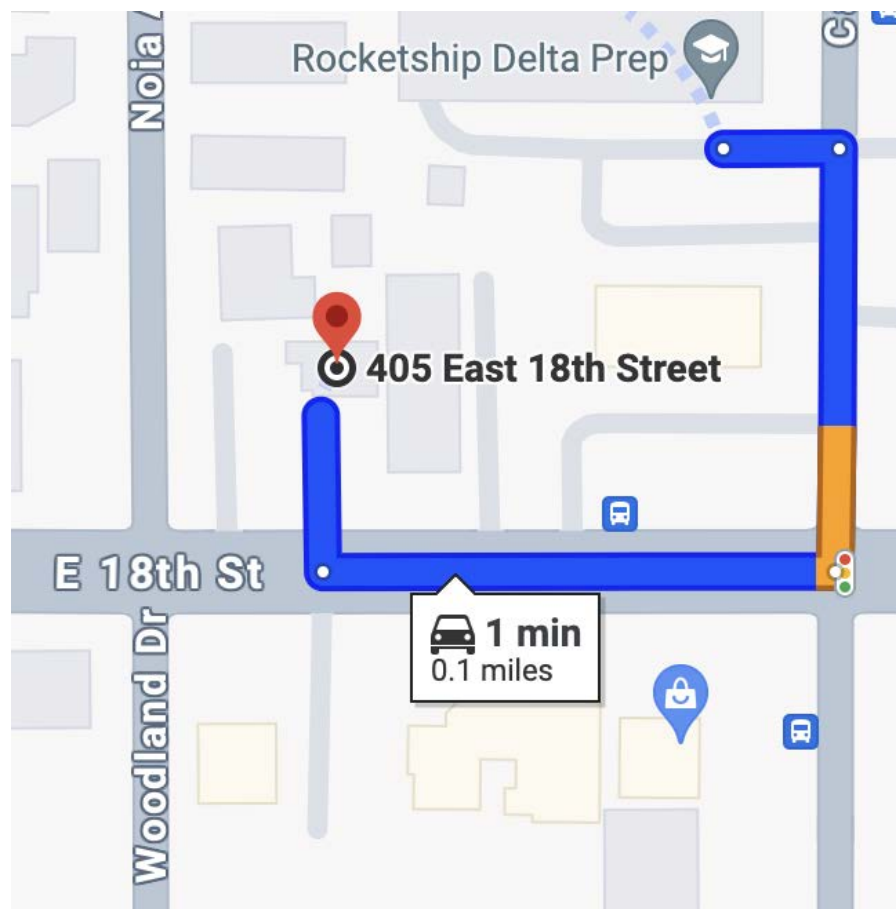
SAFETY PLANS

Primary and Secondary Evacuation Sites

Our primary evacuation site is located on campus on the blacktop near the school parking lot. We will use this evacuation site when it is safe to remain on campus.

Our secondary evacuation site is located off campus at 405 E 18th St, Antioch, CA 94509. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site and parents/guardians will be notified via email/phone call providing additional information.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP DISCOVERY PREP ADDENDUM

SCHOOL SITE

Rocketship Discovery Prep
370 Wooster Ave
San Jose, CA 96116

Principal: Lan Nguyen
Office Manager: Jovana Topete
Phone: (408) 217-8951
Email: discoveryprep@rsed.org

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Dismissal Days- Monday, Tuesday, Wednesday, and Friday
TK: 2:00 PM
K – G5: 3:30 PM

Minimum Dismissal Days- Thursday
TK- G5: 1:00 PM

OFFICE HOURS

Front Office Hours:
Regular Day: 8:15 AM – 4:00 PM
Minimum Day: 8:15 AM – 2:00 PM

Email Requests: discoveryprep@rsed.org.
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Car-line Drop Off

Families will turn right into the Discovery Prep loop from Wooster. Pull into the loading zone and wait to pull into the car loop. Our arrival team will be in front of the school ready to welcome students to campus. Families are not to leave their vehicles as we need to keep this process running smoothly. As they exit campus, they will make a left back onto Wooster. in order to maintain a smooth flow of traffic.

Walking Drop Off

Families are able to walk up to the school and drop their Rocketeers off at the gate near the car line. Staff will be at the gate greeting families and students welcoming them onto campus. Families are not able to come onto campus during our arrival procedure - they must wait until office hours start.

SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/guardians may contact the school Office Manager for approval to host any celebration during the school day, to ensure it does not interfere with students' learning.

ROCKETEER CORE VALUES AND CREED

Rocketship Discovery Prep

Five Core Values: Responsibility, Respect, Empathy, Persistence, and Creative Expression.

Creed:

I am a Rocketship Rocketeer at home, at school, and in my community.

I let my personality shine and express myself creatively.

I am respectful of myself, others, and the environment.

I am responsible for my learning, actions, and achievement.

I am empathetic to my world, and I am persistent in attaining excellence.

Together, we are all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Discovery Prep uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts,
- A Rocketship uniform shirt or a dark purple shirt.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

For information on where to purchase Rocketship branded uniform shirts please contact your student's teacher or the school's Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Ms. Prado
cprado@rsed.org
(408) 966-3710

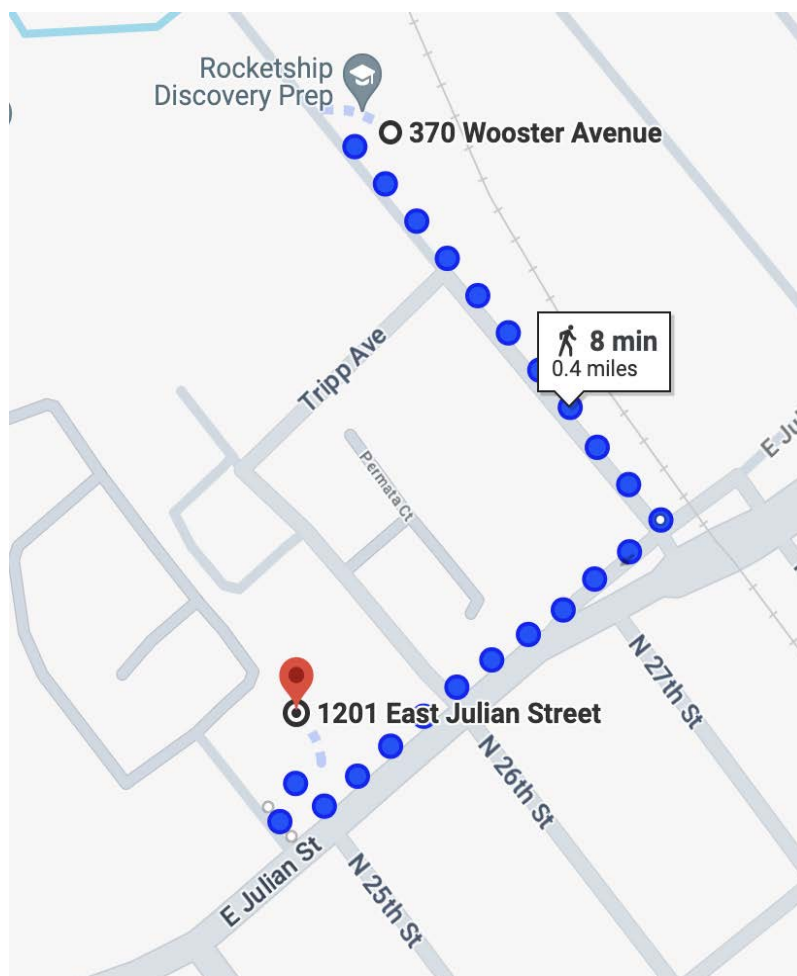
SAFETY PLANS

Primary and Secondary Evacuation Sites

Our primary evacuation site is located on campus on the blacktop near the school parking lot. We will use this evacuation site when it is safe to remain on campus.

Our secondary evacuation site is located off campus at 1201 E Julian St. CA 95116.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP FUTURO ACADEMY ADDENDUM

SCHOOL SITE

Rocketship Futuro Academy
2351 Olivera Rd
Concord, CA 94520

Principal: Joelle Daguilh
Email: jdaguilh@rsed.org
Office Manager: Monica Navarro
Email: mnavarro@rsed.org
Phone: 925-246-5537

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

School starts at 7:45am

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday

TK- 2:00 pm

K- 2:55pm

G1 - G5- 3:25pm

Minimum Day Dismissal- Thursday

TK- 12:40 pm

K-G5- 1:00 pm

OFFICE HOURS

Front Office Hours: 8:15 AM-2:30 PM

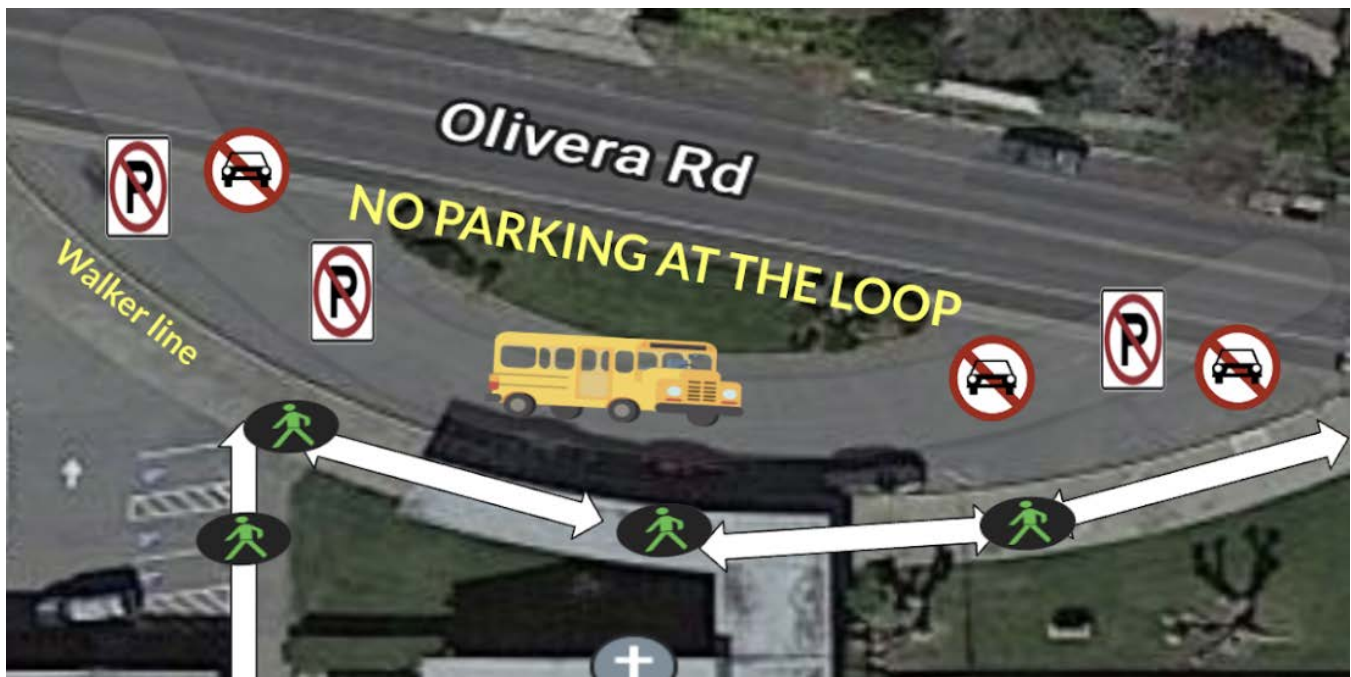
Email requests: mnavarro@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Drop-Off / Pick-Up

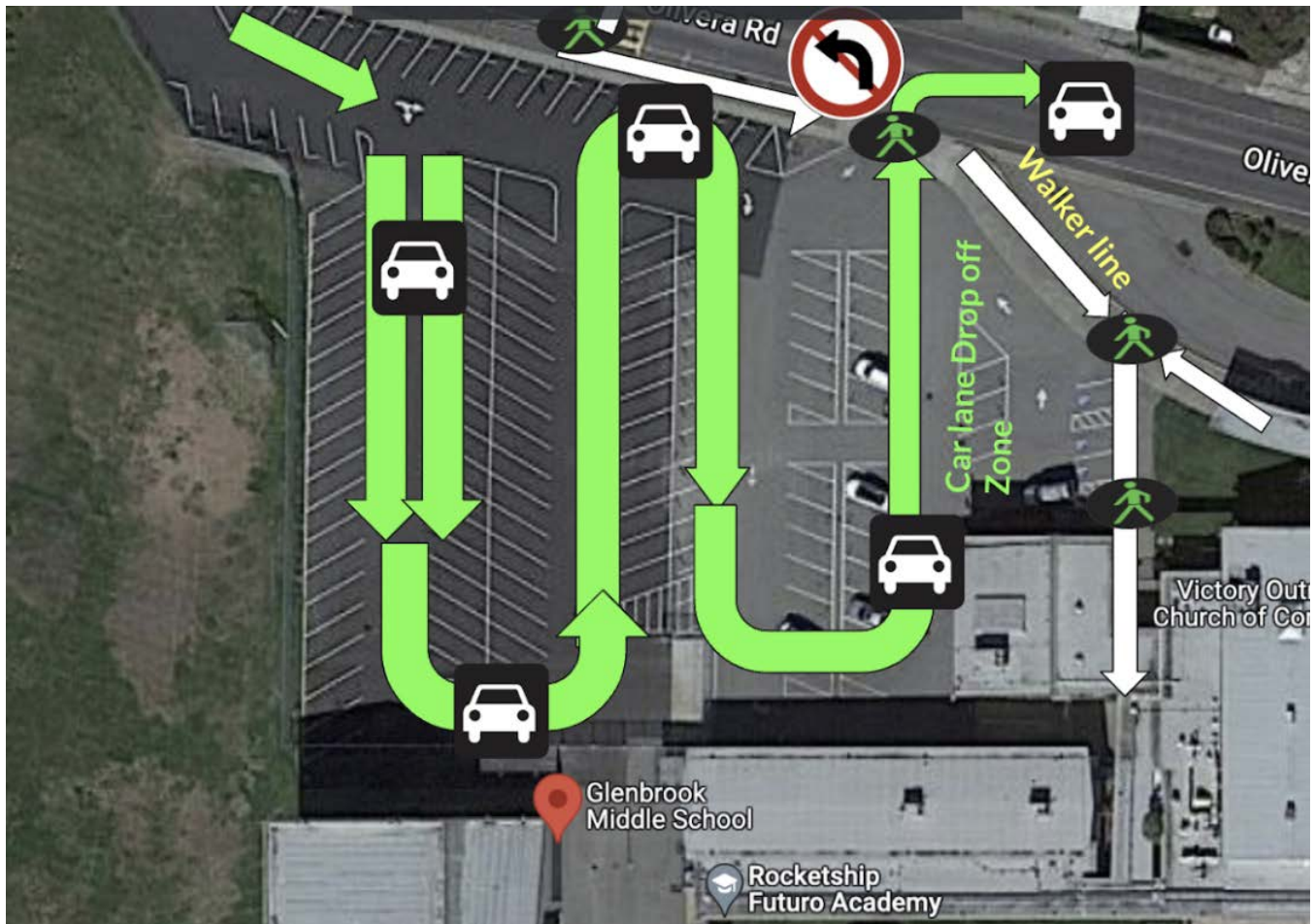
Arrival- Car & Walker Line	7:15-7:45 am
Daily School Start Time	7:45 am
Last Car Call for Arrival (Cars within the parking lot is considered on time)	7:45 am
Late Arriving Students (park & use the walker line)	7:45:01 pm
Dismissal- Car & Walker Line	3:20-3:40 pm
Regular Day Dismissal (Monday, Tuesday, Wednesday, and Friday)	TK- 2:00 pm K- 2:55pm G1 - G5- 3:25pm
Minimum Day Dismissal (Thursday Only)	TK: 12:40 pm Kinder-G5: 1:00 pm
Last Car Call for Dismissal	3:45 pm
Late Dismissal Students (park & Use the walker Line)	3:45:01 pm

Walker Arrival and Dismissal



Car Arrival and Dismissal

Cars will turn right from Olivera into our parking lot and will follow the cones.



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including
- Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food

- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Principal for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Futuro Academy

Five Core Values: Respect, Responsibility, Persistence, Empathy, and Purpose.

Creed:

I am a Rocketship Rocketeer, at home, at school, and in my community
 I am driven by my purpose to be fearless in pursuit of my Futuro
 I am respectful of myself, others, and the environment
 I am responsible for my learning, actions, and achievement
 I am empathetic to my world.
 I am persistent in attaining success
 Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Futuro Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a dark purple collared shirt.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

For information on where to purchase Rocketship branded uniform shirts please contact your student' teacher or the school's Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt or t-shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Natalie de Watteville
Assistant Principal
Ndewatteville@rsed.org

SAFETY PLANS

Our primary evacuation site is located on campus on the blacktop. We will use this evacuation site when it is safe to remain on campus.

Our secondary evacuation site is located off campus at Olivera Crossings Shopping Mall, on the corner of Port Chicago Hwy and Olivera Rd. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.

ROCKETSHIP FUERZA COMMUNITY PREP ADDENDUM

SCHOOL SITE

Rocketship Fuerza Community Prep
70 S. Jackson Ave
San Jose Ca 95116

Principal: Riley St. Marie
Office Manager: Anna Padilla Lopez
Phone: 408-708-5744
Email: fuerza@rsed.org

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:00 am
School starts at 7:45am

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday
TK- 2:00 pm
K – G5 - 3:30 pm

Minimum Day Dismissal- Thursday
TK- 1:00 pm
K – G5 - 1:00 pm

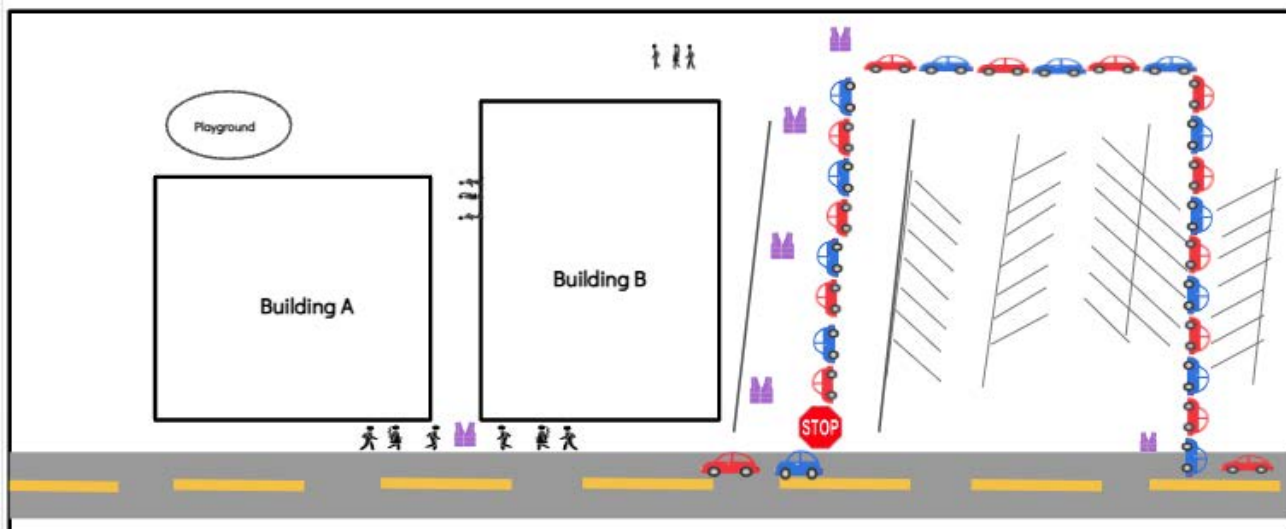
OFFICE HOURS

Front Office Hours: 8:00 am-4:00 pm

Email requests: Fuerza@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

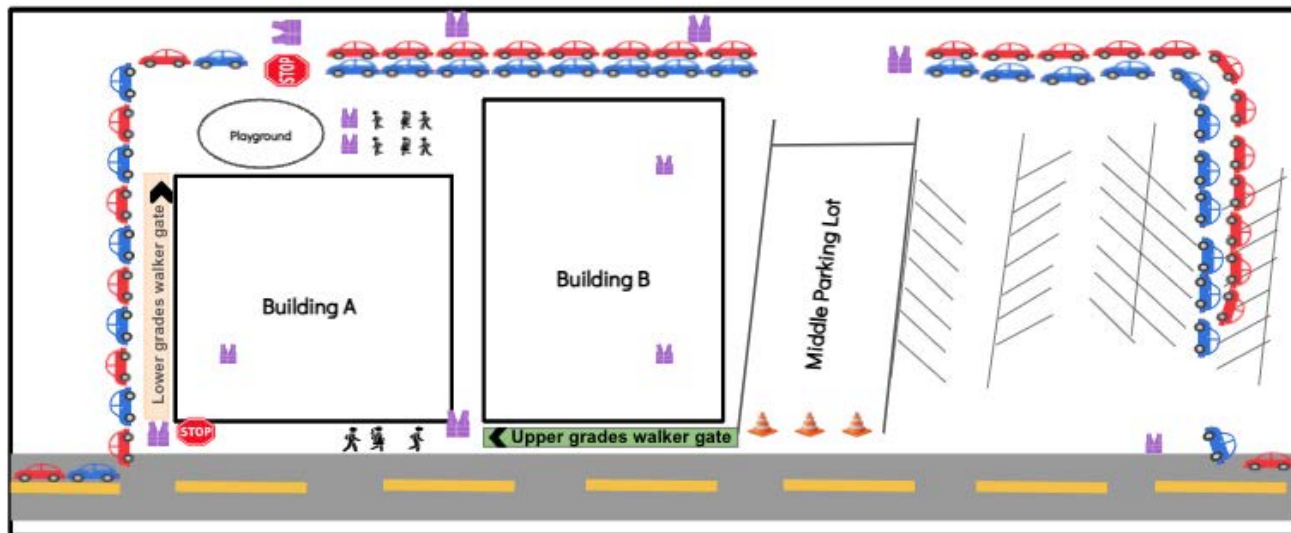
Arrival (7:00-7:43)



Dismissal

Regular Days: 3:30pm

Minimum Days: 1:00pm



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (sandwich shops like Subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Principal for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Fuerza Community Prep

Five Core Values: Respect, Responsibility, Persistence, Empathy, and GANAS.

Creed:

I am a Rocketship Rocketeer at home, at school, and in my community.

I am RESPECTFUL of myself, others, and the environment.

I am RESPONSIBLE for my learning, actions, and achievement.

With GANAS and confidence, I achieve excellence every minute of my day.

I am EMPATHETIC to my world.

I am PERSISTENT in attaining excellence.

Together, we are all Rocketship Rocketeers!

ADDITIONAL STUDENT CODE OF CONDUCT- GANAS ACADEMY

At Rocketship Fuerza, we believe that every opportunity is a chance to learn and grow. Our ultimate goal is to support Rocketeers in taking ownership of their actions and ensure they are holding themselves to

their fullest potentials. One way we build this ownership is through Ganas Academy. This is a time when students can reflect on their actions in a restorative manner. Ganas Academy takes place after school. Actions that do not follow our Rocketeer Code of Conduct could result in students attending Ganas Academy. This is an opportunity for Rocketeers to reflect on their actions, restore relationships or complete work to continue to grow to be self-aware, resilient members of our community. If your Rocketeer will be joining Ganas Academy, you will receive communication from a staff member.

STUDENT DRESS CODE

The Rocketship Fuerza Community Prep uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a dark purple collared shirt. Students may also wear a Rocketship polo shirt or t-shirt on designated days.
- Any sweaters, sweatshirts, and/or cardigans when worn inside must be crewneck and solid colored white, black, or dark purple.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school. Shoes should be neutral in color and mostly black, white, tan, or brown with minimal accent colors.

For information on where to purchase Rocketship branded uniform shirts, please contact your student's teacher or the school's Office Manager. Please contact your School Office Manager for the website link. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Riley St. Marie
Principal
rstmarie@rsed.org

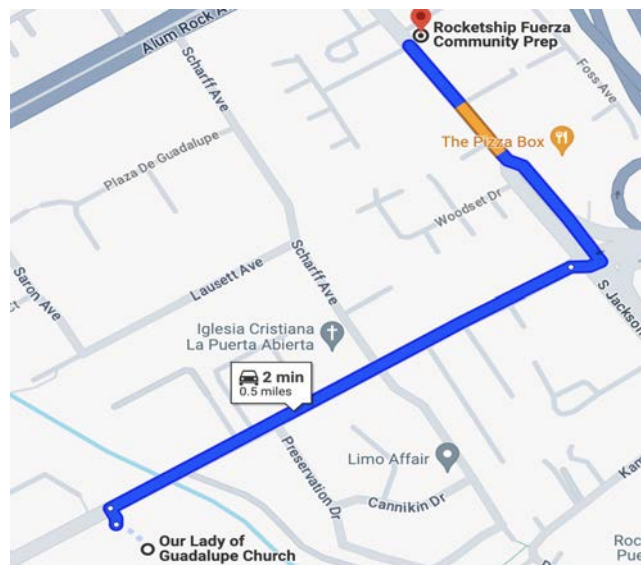
SAFETY PLANS

Primary and Secondary Evacuation Sites

Our Primary Evacuation Site is on our campus basketball court (building A) & back parking lot (building B).

Our Secondary Evacuation Site is at Our Lady of Guadalupe Church, 2020 E San Antonio Street, San Jose Ca 95116. We will use this site only if it is unsafe to remain on campus.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP LOS SUEÑOS ACADEMY ADDENDUM

SCHOOL SITE

Rocketship Los Sueños Academy
331 S. 34th St
San Jose, CA 95116

Principal: Maya Barua
Office Assistant: Ms. Daniela
Email: lossuenos@rsed.org
Phone: (408) 684-4028

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Dismissal- Monday, Tuesday, Wednesday, and Friday

TK- 2:00 pm
K - G2 - 3:20 pm
G3 – G5- 3:25 pm

Minimum Day Dismissal- Thursday

TK – G2 - 1:05 pm
G3 – G5 - 1:10 pm

OFFICE HOURS

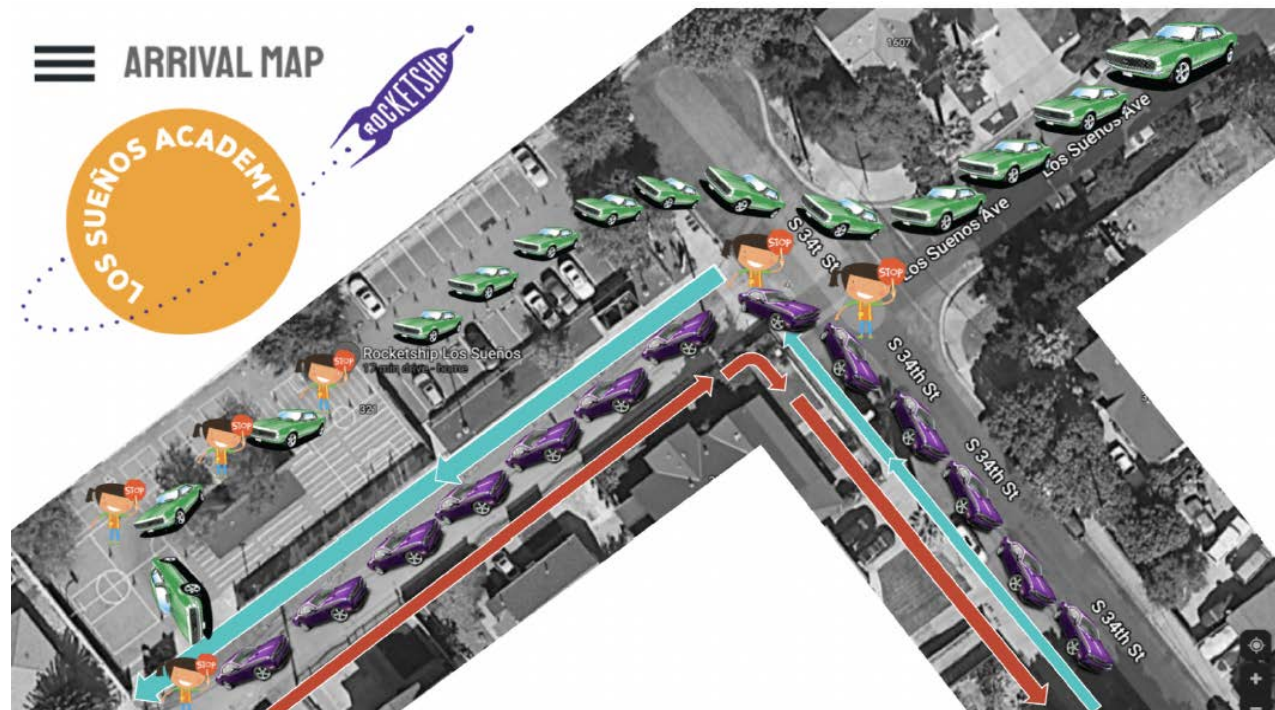
Front Office Hours:

- Monday, Tuesday, Wednesday, and Friday 8:30 am - 2:30 pm
- Thursday 8:30 am - 12:30 pm

Email requests: lossuenos@rsed.org

Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES



DISMISSAL ROLES





DISMISSAL PASS CHECK

Student safety comes first! We must follow all our safety protocol. Parents/guardians are **REQUIRED** to present dismissal pass when picking up a student during dismissal or early pick up.

If a parent forgets dismissal pass they need to go to the main office and **show identification**.

Once identification is verified against emergency card, they will be issued a **"day pass"**. Parents must keep day pass with them and give to Ms. Nancy as they exit the back gate. (Passes are held for one week at the front office)



MISSING NAME CARD PASS
(USED AFTER DISMISSAL TIME)

DATE: _____

STUDENT: _____

BY: _____

APPROVED BY: _____



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact the Front Office for approval or additional guidance for student celebrations.

ROCKETEER CORE VALUES AND CREED

Rocketship Los Sueños Academy

Five Core Values: Respect, Responsibility, Persistence, Empathy, and Leadership.

Creed:

I am a Rocketship Rocketeer

At home, at Los Sueños, and in my community.

I show leadership through my words and interactions with those around me.

I am Respectful of myself, others, and the environment.

I am Responsible for my learning, actions and achievements.

I am Empathetic to my world, and I am Persistent in attaining excellence.

Together we are all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Los Sueños Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a green or dark purple collared shirt.
- Any sweaters and jackets when worn inside must be Rocketship branded or solid colored dark green, black, or dark purple.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

For information on where to purchase Rocketship branded uniform shirts please contact your student's teacher or the school's Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a green or dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Sydney Bedford
Assistant Principal
sbedford@rsed.org

SAFETY PLANS

Safety Plans and evacuation details can be requested in the front office.

ROCKETSHIP MATEO SHEEDY ELEMENTARY ADDENDUM

SCHOOL SITE

Rocketship Mateo Sheedy Elementary
788 Locust Street
San Jose, CA 95110

Principal: Courtney English
Office Manager: Jessica Flores
Email: mateosheedy@rsed.org
Phone: 408-286-3330

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School Starts at 7:45 am

Regular Day Dismissal: Monday, Tuesday, Wednesday, and Friday: TK 2:00 pm, K – G5 - 3:30 pm
Minimum Day Dismissal Thursday: All Grades 1:00 pm

OFFICE HOURS

Front Office Hours
Regular Day: 8:00 am - 3:00 pm
Minimum Day: 8:00 am- 12:30 pm

Email requests:
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Car-line Drop-Off

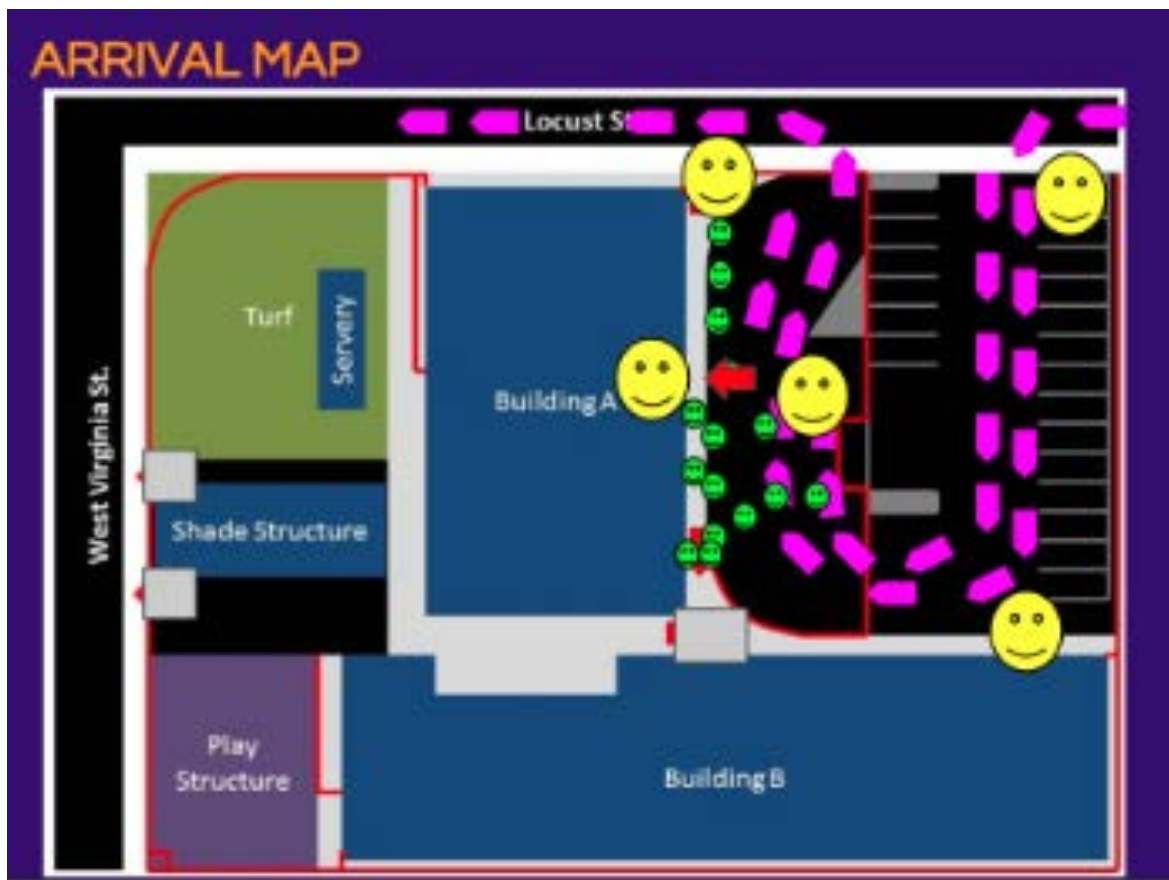
Families will turn left into the Mateo Sheedy Parking lot from Locust St. Do **not** make U-turns on Locust St. Families should use Palm St. to wrap around the neighborhood in order to keep Locust St. clutter free.

Our arrival team will be in front of the school ready to welcome students to campus. Families are not to leave their vehicles as we need to keep this process running smoothly. As they exit campus, they will make a left back onto Locust St. in order to maintain a smooth flow of traffic.

The carline is open from 7:15 am to 8:00 am. However, at 7:45 am - 8:15 am, your student is considered late and will be given a late pass as they enter the building.

Walking Drop-Off

Families able to walk up to the school must accompany their Rocketeers all the way to the back gate on West Virginia Street — students should not be walking up alone. Staff will be at the gate greeting families and students and welcoming them onto campus. Please note that families are not able to come onto campus during our arrival procedure and must wait until office hours start. The walker gate will be open from 7:15-7:40 AM.



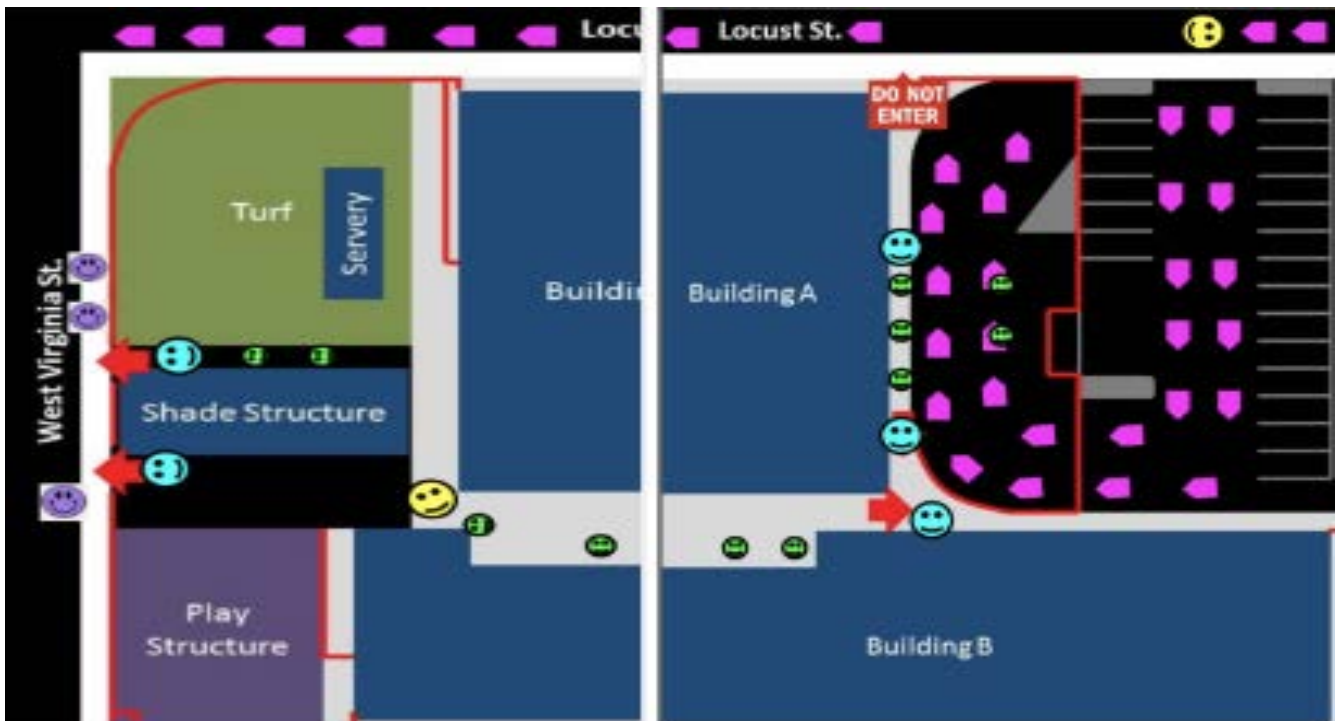
DISMISSAL: NO PASS, NO KID, If you do not have your dismissal card you will need your ID.

Car-line Pick Up

Families will follow a similar process as drop off. They will make a left turn into the Rocketship Mateo Sheedy parking lot from Locust St. All families must have a dismissal card with them in order to pick up their Rocketeer. No card = no kid. If no card is shown at the time of pick up, families are required to park and pick up their Rocketeer from the walker gate on West Virginia St. Families must stay in their cars - staff will assist Rocketeers into their cars if needed. As families leave campus, they will make a left onto Locust St. in order to maintain a smooth flow of traffic.

Walking Pick Up

Families must have a dismissal card with them at the time of pick up. If they don't have a card, a staff member will check their ID to confirm that they are authorized to pick up a student. The walker gate will be located on the side of the school on West Virginia St. Families go straight to their student's classroom and pick up at the door. This is not the time to engage in conversation with teachers. We kindly ask that you schedule an appointment with them for after school so that our dismissal process can run smoothly. Walkers will exit out through the same gate on West Virginia St.



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree-nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians should contact their student(s) teacher and The Office Manager for approval at least 48 hours in advance to host any celebration during the last 30 minutes of the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Mateo Sheedy Elementary

Core Values: Respect, Responsibility, Persistence, and Empathy.

Creed:

I am a Rocketship Rocketeer, at home, at school, and in my community
I am respectful of myself, others, and the environment
I am responsible for my learning, actions, and achievement
I am empathetic to my world.
I am persistent in attaining excellence
Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Mateo Sheedy Elementary uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a dark purple collared shirt.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without backs/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school's vendor. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

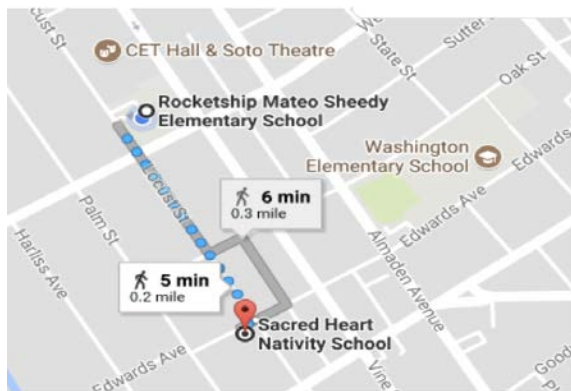
Courtney English, Principal
cenglish@rsed.org

SAFETY PLANS

Evacuation Site

Our off-campus Evacuation Site is located at Sacred Heart Nativity, 310 Edwards Ave, San Jose, CA 95110. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP MOSAIC ELEMENTARY ADDENDUM

SCHOOL SITE

Rocketship Mosaic Elementary
950 Owsley Ave.
San Jose, Ca 95122

Principal: Ms. Stern
Office Manager: Ms. Vero
Office Assistant: Ms. Van
Phone: 408-899-2607
Email: Mosaic@rsed.org

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

School starts at 7:45 am every day. Rocketeers may arrive starting at 7:15 am.

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday

TK - 2:00 pm (walker only)

K – G1 - 3:10 pm

G2 – G3 - 3:20 pm

G4 – G5 - 3:30 pm

Minimum Day Dismissal- Thursday

TK – G1 - 12:40 pm

G2 – G3 - 12:50 pm

G4 – G5 - 1:00 pm

OFFICE HOURS

Front Office Hours: 8:30 am-4:00 pm

Email requests: Mosaic@rsed.org

Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

- Student drop off may begin at 7:15 am.
 - Students will go to the Lunch Area or Learning Lab between 7:15 and 7:30 am.
- The start of school begins with Launch at 7:45 am.
 - Launch is outside in the warmer months and inside when the temperature is below 50 degrees.



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their student's teacher for approval to host any celebration during the school day. All celebrations will take place during the final 20 minutes of the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Mosaic Elementary

Five Core Values: Respect, Responsibility, Persistence, Empathy, and Global Citizenship.

Creed:

I am a Rocketship Rocketeer at home, at school, and in my community
I am respectful of myself, my neighbors, and the environment
I am responsible for my learning and actions
I have empathy for our world
I celebrate our similarities and differences
And I am persistent in attaining excellence
Together we are all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Mosaic Elementary uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or dark purple collared shirt (green also okay but not preferred)
- Any sweaters and jackets when worn inside must be solid colored green, black, or purple. No hoods or hats may be worn inside the building.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from Embroidery & Custom Printing www.racustomwear.com. For information on where to purchase Rocketship branded uniform shirts please contact the school's Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a green or dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Shelby Lozada
Assistant Principal
slozada@rsed.org

SAFETY PLANS

Evacuation Site

Our primary Evacuation site is located on campus on the launch area/playground area. We will use this evacuation site when it is safe to remain on campus.



ROCKETSHIP REDWOOD CITY PREP ADDENDUM

SCHOOL SITE

Redwood City Prep
909 Roosevelt Ave
Redwood City, CA 94061

Principal: Genzel Tolentino
Office Manager: Maribel Milanes
Email: mmilanes@rsed.org
Phone: 650-238-9970

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Regular Day Schedule
Monday, Tuesday, Wednesday, and Friday – 7:35 am- 3:30 pm

Minimum Day Schedule
Thursday – 7:35 am - 1:05 pm

OFFICE HOURS

Front Office Hours: 8:30am to 3:00pm
Email requests: Maribel Milanes, mmilanes@rsed.org

Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Principal for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Redwood City Prep

Five Core Values: Respect, Responsibility, Persistence, Empathy, and Pride.

Creed:

I am a Rocketship Rocketeer, at home, at school, and in my community

I am respectful of myself, others, and the environment

I am responsible for my learning, actions, and achievement

I am empathetic to my world

I show bravery when facing something new or challenging I am persistent in attaining excellence

Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Redwood City Prep uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a dark green, or dark purple collared shirt.
- Comfortable closed toe shoes, solid color preferably black and or white(or combination of both) , that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school. Shoes should be all black or all white or a combination of both.

For information on where to purchase Rocketship branded uniform shirts please contact your student' teacher or the school's Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a green or dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Tiffany Mensah
Assistant Principal
tmensah@rsed.org
(408) 482-9985

SAFETY PLANS

Safety Plans and evacuation details can be requested in the front office.

ROCKETSHIP RISING STARS ACADEMY ADDENDUM

SCHOOL SITE

Rising Stars Academy
3173 Senter Rd.
San Jose, CA 95111

Principal: Alberto Perez (Mr. Perez)
Email: aperez@rsed.org
Office Manager: Lupita Carreño (Ms. Lupita)
Email: mcarrreno@rsed.org
Phone Number: 408.677.4879

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:00 am
Instruction starts at 7:45am

Regular Day Schedule- Monday, Tuesday, Wednesday, and Friday

TK - 7:45 am - 2:20 pm
K - 7:45 am - 3:15 pm
G1 - 7:45 am - 3:20 pm
G2 - 7:45 am - 3:25 pm
G3 - 7:45 am - 3:30 pm
G4 - 7:45 am - 3:35 pm

Minimum Day Schedule- Thursday

TK - 7:45 am - 12:25 pm
K - 7:45 am - 12:45 pm
G1 - 7:45 am - 12:50 pm
G2 - 7:45 am - 12:55 pm
G3 & G4 - 7:45 am - 1:10 pm

OFFICE HOURS

Front Office Hours:

Regular Day Schedule- Monday, Tuesday, Wednesday, and Friday: 8am-4pm

Minimum Day Schedule-Thursdays: 8am-3pm

Fridays when Landing is held, the office closes from 2:40pm until 3:05pm

Email requests: mcarreno@rsed.org

Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Walker Drop-Off/Pick Up

Parents/guardians are welcomed to park their cars in our neighboring church parking lot and walk onto campus. Parents/guardians will need to show school staff their students' dismissal card in order to pick up their student. Parents/guardians must conduct themselves respectfully and appropriately during arrival and dismissal and follow all directions from Rising Stars' staff.

Car Drop-Off/Pick Up

All parents/guardians will enter Rising Star's parking lot through E Capitol Expy onto Senter Rd.

Parents/guardians will not be allowed to cut through our campus' adjacent parking lots (subway & plaza parking lot) in order to enter the RRS driver pick-up lane. Parents/guardians must conduct themselves respectfully and appropriately during arrival and dismissal and follow all directions from Rising Stars' staff.



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Nut products (no peanuts or tree nuts, this includes nutella)
- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe nut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are unable to allow homemade food on campus for school wide monthly birthday celebrations. We require that all food provided is **individually packaged, nut free, and store bought**.

All birthdays will be celebrated at our monthly celebration in place of landing, typically the last Friday of the month, unless otherwise stated.

Lunch Drop Off

To help ensure a smooth and uninterrupted day for all students, late lunch drop-offs will not be accommodated. All students are expected to arrive at school with everything they need for the day, including their lunch. If a student forgets to bring a home lunch, Rocketship will provide them with a school meal.

ROCKETEER CORE VALUES AND CREED

Rocketship Rising Stars Academy

Five Core Values: Respect, Responsibility, Persistence, Empathy, and Advocacy.

Creed:

I am a Rocketship Rocketeer
At home, at Rising Stars, and in my community
I will passionately advocate for a cause beyond myself
and use all my knowledge to stand up for what is just
I am respectful of myself, others, and the environment
I am responsible for my learning, actions, and achievements
I am empathetic to my world
And I am persistent in attaining excellence
Together we are all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Rising Stars Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, sweats or skorts. Black bottoms can be worn under but not by themselves.
- A Rocketship provided shirt or a dark purple collared shirt.
- Any sweaters and jackets when worn inside must be hoodless and solid colored black, or purple.
- Shoes should be majority black or solid colored, comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities.
- Shoes without laces, open heeled shoes, and/or sandals, including Crocs, are not considered to be safe or appropriate for school. Distracting or unsafe features such as wheels or lights are prohibited.

For information on where to purchase Rocketship branded uniform shirts please contact your student's teacher or the school's Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Alberto Perez (Mr. Perez)
Principal
aperez@rsed.org
(925) 395 - 3679

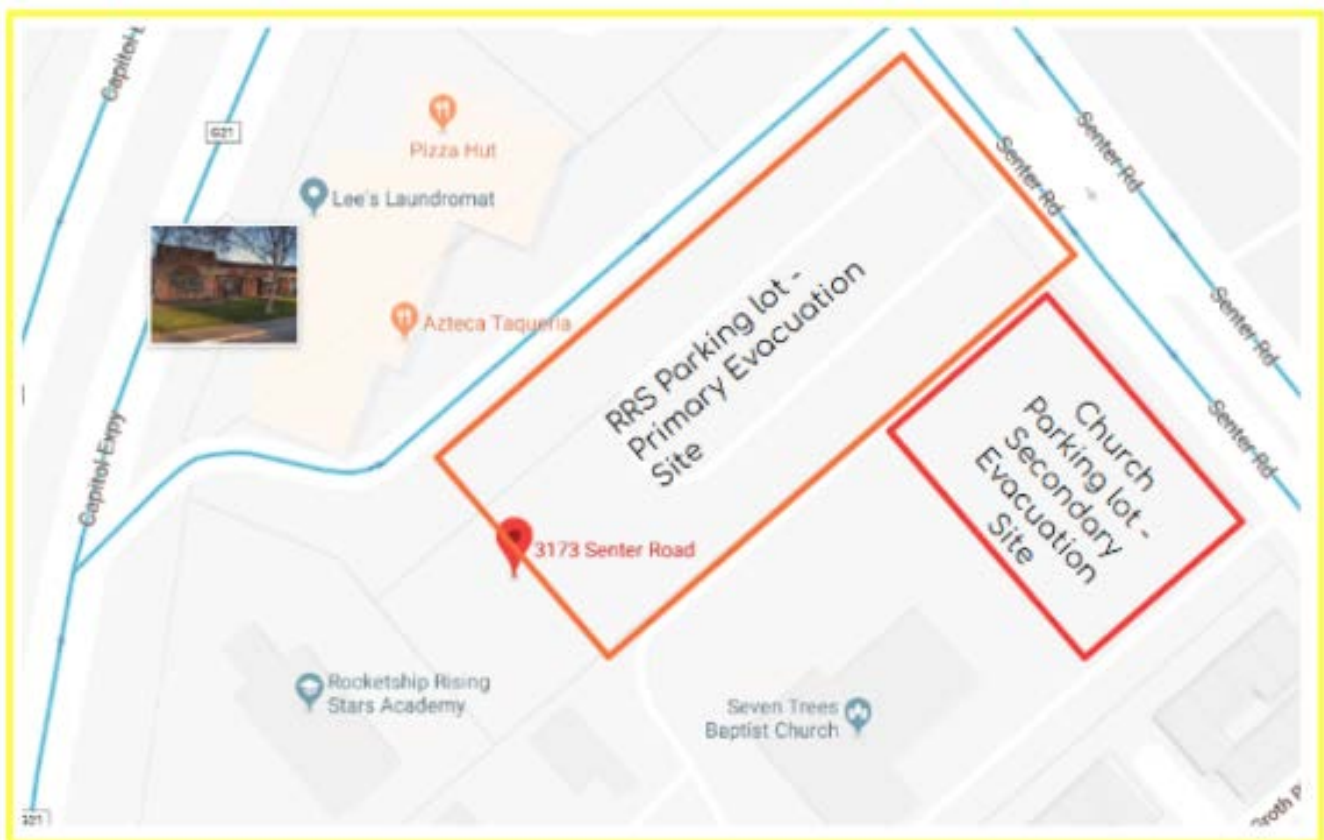
SAFETY PLANS

Primary and Secondary Evacuation Sites

Our primary evacuation site is the school parking lot. We will use this evacuation site when it is safe to remain on campus.

Our secondary evacuation site is located off campus next door at the Seven Trees Baptist church parking lot. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site. During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal. This is where our secondary parking is located as well.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP SÍ SE PUEDE ACADEMY ADDENDUM

SCHOOL SITE

Rocketship Sí Se Puede Academy
2249 Dobern Ave
San Jose, CA 95116

Principal: Kimberly Hung
School Operations Manager: Laura Gonzalez
Office Assistant: Mireya Tellez
Email: sisepuede@rsed.org
Phone: 408-824-5180

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

School starts at 7:45 am every day. Rocketeers may arrive starting at 7:15 am.

Regular Day Dismissal - Monday, Tuesday, Wednesday, and Friday

TK – 2:00 pm

K – G5 - 3:30 pm

Minimum Day Dismissal - Thursday

TK – G5 - 1:00 pm

OFFICE HOURS

Front Office Hours

Regular Day: 8:00 am – 4:15 pm

Minimum Day: 8:00 am – 3:00 pm

Email: sisepuede@rsed.org

Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Rocketship Sí Se Puede Arrival/Dismissal Procedure 26-27

Rocketship Sí Se Puede
Arrival/Dismissal Route
Help us make our arrival and dismissal traffic flow be as smooth as possible by following our designated route. Always access our school by using Kammerer Ave - NOT Berkeley Way.
Exit using Berkeley Way.

Rocketship Sí Se Puede
Ruta de acceso a la escuela
Ayude a que la llegada y salida de la escuela sea lo más fácil posible al seguir nuestra ruta específicamente diseñada. Siempre accese nuestra escuela entrando por la calle Kammerer Ave - NO Berkeley Way.
Salga usando Berkeley Way.

Dismissal Regular Days TK 2:00pm GK-G5 3:30pm	Dismissal Minimum Days TK-G5 1:00pm
Dismissal Cards MUST be present. If not, please park in the neighborhood and walk to the office. Pictures of cards will NOT be accepted	
La tarjeta debe ser MOSTRADA cada día al recoger al estudiante. Si no la trae, debe estacionarse en el vecindario y reportarse en la oficina. Fotos de la tarjeta no se aceptan.	
PHẢI xuất trình Thẻ. Nếu không, vui lòng đỗ xe trên đường và đi bộ đến văn phòng. KHÔNG chấp nhận ảnh chụp thẻ.	
Reminders - Access RSSP through Kammerer. No access from Berkeley Ave - Be respectful of our neighbors. DO NOT block driveways	
Recordatorios - Solo entrar por la calle Kammerer. No entrar por Berkeley Ave - Se respetuoso de nuestros vecinos. NO bloquee las entradas de los vecinos	
Reminders - Truy cập RSSP qua Kammerer. Cấm vào từ Đại lộ Berkeley. - Vui lòng tôn trọng hàng xóm. KHÔNG chặn lối vào.	

SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- **Any item containing Peanuts and Tree nuts.**
- Chips & Desserts (cookies, brownies, cupcakes, donuts)
 - Chips or desserts may be allowed if included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut-Free Campus Policy

To protect the health and safety of students with severe and life-threatening nut allergies, Rocketship Sí Se Puede Academy is a strictly peanut- and tree nut-free campus. Nut products are **NOT** permitted anywhere on school grounds, including in lunches, snacks, classroom celebrations, or school activities.

Any food item containing peanuts or tree nuts will be removed immediately. **This policy is in place to prevent accidental exposure that could result in a serious medical emergency.**

We ask all families to carefully check ingredient labels before sending food to school and to partner with us in maintaining a safe and inclusive learning environment for every student. Your cooperation and attention to this matter are greatly appreciated.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations.

All birthdays will be celebrated at our monthly Festive Friday celebration, typically the last Friday of the month, unless otherwise stated.

ROCKETEER CORE VALUES AND CREED

Rocketship Sí Se Puede Academy

Five Core Values: Responsibility, Respect, Empathy, Persistence, and Healthy Choices

Creed:

I am a Rocketship Rocketeer
At home, at school, and in my community,
I am committed to making healthy choices for my body and mind!
I am respectful of myself, others and the environment!
I am responsible for my learning, actions and achievements
I am empathetic to my world, and I am persistent in attaining excellence!
Together we are all Rocketship rocketeers!

STUDENT DRESS CODE

The Rocketship Sí Se Puede Academy uniform consists of the following:

- Appropriately sized khaki bottoms, including pants, shorts, skirts, skorts, or dresses. **Sweatpants, joggers, and leggings are NOT permitted.**
- A Rocketship uniform shirt or a dark purple collared shirt. **T-shirts are NOT permitted.**
- Sweaters and jackets must be solid black or solid purple.
- Shoes must be comfortable, closed-toe, and closed-heel to ensure students can safely participate in physical education and other school activities. **Sandals, Crocs, and slip-on shoes are NOT permitted.** Shoes with distracting or unsafe features, including wheels or lights, are also prohibited.

Rocketship branded uniform shirts can be purchased from the school office or online <https://racustomwear.com/shop>. For information on where to purchase Rocketship branded uniform shirts please contact your student's teacher or the School Operations Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

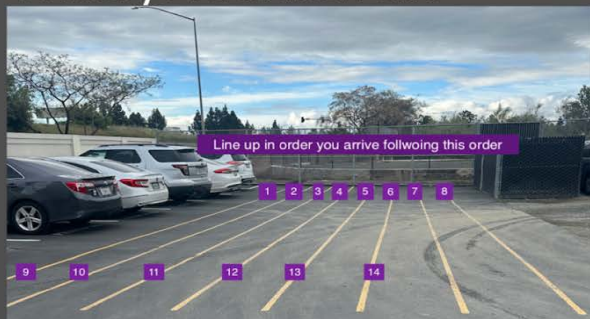
SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

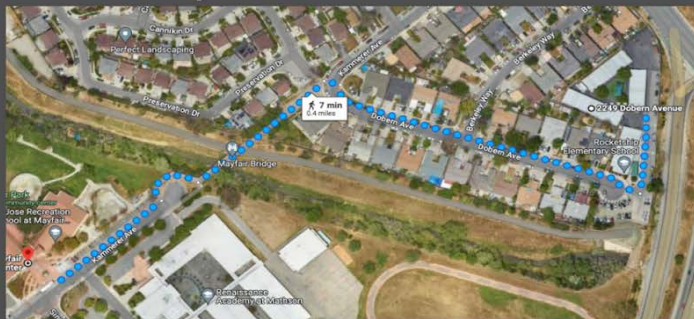
Kimberly Hung
Principal
khung@rsed.org
(650) 740-9183

SAFETY PLANS

Primary Evacuation Site



Secondary Evacuation Site



Mayfair Community Center
2039 Kammerer Ave
San Jose CA 95116

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.

ROCKETSHIP SPARK ACADEMY ADDENDUM

SCHOOL SITE

Rocketship Spark Academy
683 Sylvandale Ave.
San Jose, CA 95111

Principal: Zack Turner
Email: zturner@rsed.org
Office Manager: Catalina Duarte-Palma
Email: cduarte-palma@rsed.org
Phone: (408) 622-6651

Spark Family Website: <https://sites.google.com/view/rocketshipspark/home>

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

School starts at 7:30am

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday

TK- 2:00 pm

K - G1 – 3:00 pm

G2- G3- 3:10 pm

G4 – G5 – 3:20 pm

Minimum Day Dismissal- Thursday

TK- 1:00 pm

K - G1 – 1:00 pm

G2- G3- 1:10 pm

G4 – G5 – 1:20 pm

OFFICE HOURS

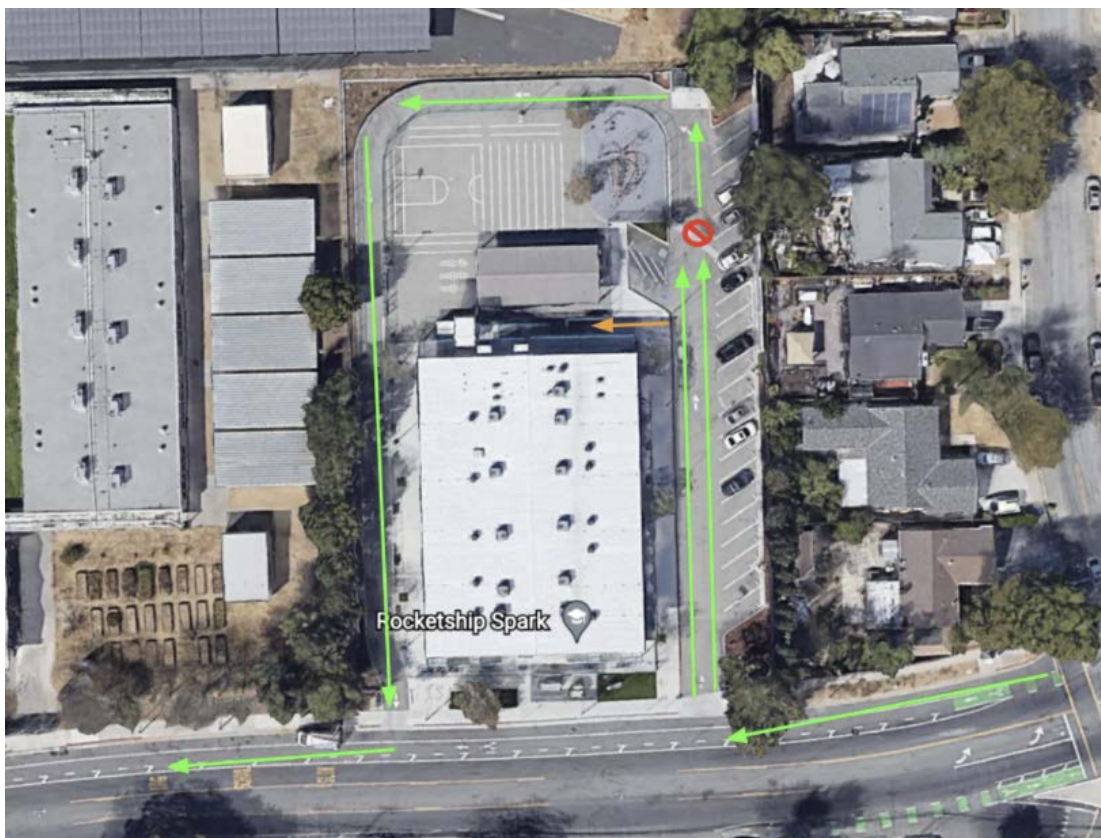
Front Office Hours: 7:45 am - 4:00 pm (Regular Days)
7:45 am-2:00 pm (Minimum Days)

Email requests: spark@rsed.org

Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Driveway Drop-Off and Pick-Up for Both Arrival and Dismissal



Walking Drop-Off and Pick-Up for Both Arrival and Dismissal

The Do's of Arrival	The Do NOT's of Arrival
• Drop-off starts at 7:00 am • Students need to be on campus by 7:30 am	• NO parking at the middle school • NO blocking neighbors' driveways

• If driving, please do so safely and legally park to walk your Rocketeer(s) to the walk gate (Sylvandale entrance) • Use the carline for a quick and safe drop-off • When in the car line, pull all the way forward and put your car in park. • Walker Gate closes at 7:30 am. After this, rocketeers walk up the driveway and enter through the front gate.	• Cell phone use is prohibited in the driveway • DO NOT get out of your car. • NO moving of neighbors' trash cans on trash day (Wednesday) • After 8:00 am, park and walk your Rocketeers to the office to sign them in tardy • No side conversations during the Walker side/Drive Thru. Our goal is to have families enter and exit as quickly and safely as possible.

The Do's of Dismissal	The Do NOT's of Dismissal
• Pick up at the oldest child's dismissal time for one efficient pick-up • If using the walker gate, make sure to legally park to pick up student(s) • Remove the dismissal pass once the student is in the car • Adults 18+ or over to pick up students • Pick up by 3:30 PM (REG Day)/1:30 PM (MIN Day) • ALWAYS USE THE CROSSWALK • ALWAYS use the Dismissal Pass. Students are not released without presenting the Dismissal Pass. Pictures of passes are NOT allowed.	• Do NOT get in line before your oldest child's pick-up time • NO parking at the middle school • Stay in your car at all times • No side conversations during the Walker side/Drive-Thru. Our priority is to have the Rocketeers dismiss the school building safely. Call 408-622-6651 or email spark@rsed.org with your question.



ARRIVAL



DISMISSAL



SCHOOL MEALS

Prohibited Foods

The following foods are **not allowed on campus and may be confiscated**:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food . (No Takis, Hot/Flaming chips of any kind)
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Lunch Drop Off

To help ensure a smooth and uninterrupted day for all students, late lunch drop-offs need to be delivered **by the parent/guardian by 10am**. No food deliveries will be allowed. All students are expected to arrive at school with everything they need for the day, including their lunch. If a student forgets to bring a home lunch, Rocketship will provide them with a school meal.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Principal for approval to host any celebration during the school day.

We understand how important birthdays are for most of our students. We all want to celebrate and make our Rocketeers birthday feel special. We must not forget their academics have to come first. Teacher may designate a day for celebrations to occur to keep student learning top of mind.

Here are a few rules in regards to celebrating birthdays:

1. You must give teachers and the front office **AT LEAST 48 HOURS** notice (Excluding Weekends) by email. Email the teachers and the office to confirm that the celebration will take place.
2. Celebrations have to be done at the end of the day or the last 15 minutes of the school day. Testing the landing needs to be taken into account.
3. No balloons, flowers, or stuffed animals are allowed to stay at school
4. Items acceptable for celebration are: cupcakes, cookies, donuts **ONLY**. (No cakes, no ice cream, no other food)

5. Goodie bags containing fruit snacks and small toys are allowed.
6. We are a NUT-FREE School. (No nut bars)
7. Inform the teacher and office if you will be assisting during the celebration.
8. If you are assisting, please guide yourself to sign in to our VisitU system. Please bring your non-expired DMV Driver's License.

Please call the office, 408-622-6651 if you have any questions.

ROCKETEER CORE VALUES AND CREED

Rocketship Spark Academy

Five Core Values: Respect, Responsibility, Persistence, Empathy, and Curiosity.

Creed:

I am a Rocketship Rocketeer, at home, at **Spark**, and in my community.
I am relentlessly **curious** and strive to attain knowledge about the world around me.
I am **respectful** of myself, others, and the environment .
I am **responsible** for my learning, actions, and achievement.
I am **empathetic** to my world and **persistent** in attaining excellence!
Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Spark Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a hunter green, or dark purple collared shirt.
- Any sweaters and jackets when worn inside must be solid colored hunter green, black, or dark purple.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school office or online <https://racustomwear.com>. For information on where to purchase Rocketship-branded uniform shirts, please contact the office or visit the Spark Family Website <https://sites.google.com/view/rocketshipspark/uniform-expectations>. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple-collared shirt (without the Rocketship logo).

Electronics/Toys

At all Rocketship California schools, students are not allowed to bring cell phones or personal electronic devices to school. Our focus for our students during class should be on instruction and learning. This

policy is outlined on Page 63 of the Student-Parent Handbook. This Rocketship policy applies to all students in all grades.

This is a reminder that students should not bring toys, keychains, including Labubus, or other trinkets to school. While fun at home, these items often become distractions in class and can be lost or cause conflicts.

To support a focused and safe learning environment, any toys or keychains brought to school will be given to School Leaders and returned directly to a parent/guardian the first time. If taken a second time, it will not be returned.

We appreciate your support in helping students stay focused on their learning. Please check your Sparketeer's book bag regularly to ensure it remains free of these items.

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Zack Turner
Principal
zturner@rsed.org

SAFETY PLANS

Our off-campus evacuation site is located at The Church of Jesus Christ of Latter-Day Saints, 3975 McLaughlin Ave, San Jose, CA 95121. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP

PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2026

Agenda Item: 4(B) Subject: Approve the 2026-27 Rocketship Public Schools Employee Handbook	X	OPEN/ACTION
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("**RSED**") Board of Directors ("**Board**") approve the attached 2026-27 Rocketship Education Employee Handbook for California ("**Handbook**").

The approval of the Handbook will allow RSED to set clear policies and expectations for all staff members in accordance with applicable law.

Background:

The Handbook is annually reviewed and updated. This year extensive revisions were made throughout the Handbook. Key updates include the following:

- **Accommodations:** Accommodation policies have been expanded, clarified, and separated.
- **Professional Boundaries:** Professional-boundaries policies have been updated and clarified.
- **Remote Work:** This handbook provides a more detailed remote-work policy.
- **International Travel and Work:** This handbook includes new international-travel and related IT systems-access policy.
- **PTO:** The policy regarding school based employee PTO carryovers has been updated.
- **Sick Leave:** The sick-leave eligibility/accrual policies for each region have been clarified and updated.
- **Leaves of Absence:** Leave policies have been updated and this includes an additional explanation regarding the Rocketship Parental Leave Pay Benefit.
- **Complaint Process:** Internal complaint procedures have been revised and clarified.
- **Acknowledgement:** The acknowledgment of receipt form has been revised.

Summary of Previous Board Action by Board:

The Board annually reviews and approves the Employee Handbook. The Board last approved the handbook at its meeting on June 11, 2025.

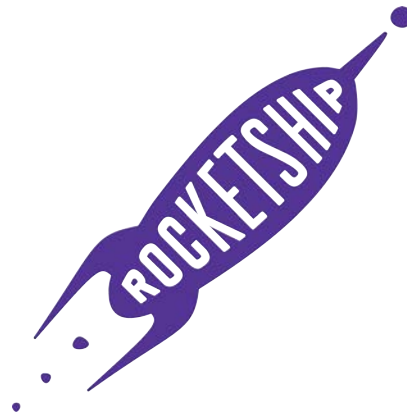
Fiscal Impact:

None

Submitted by: HR-Talent Team, Network Executive Team

Rocketship Public Schools Employee Handbook

Effective July 1, 2026



2001 Gateway Place Ste. 230E
San Jose, CA 95110

Phone: 877-806-0920

Website: www.rocketshipschools.org

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INTRODUCTION TO HANDBOOK

Rocketship Education (“**RSED**”), Rocketship Education Wisconsin, Inc. (“**RSED-WI**”), Rocketship Education Tennessee (“**RSED-TN**”), and Rocketship Education Public Charter School D.C. (“**RSED-DC**”) comprise a family of nonprofit public charities operating 22 public charter schools across four states including California, Wisconsin, Tennessee, and the District of Columbia. *(For purposes of this Employee Handbook (“**Handbook**”), the term “**Rocketship**” as used herein is intended to include RSED, RSED-WI, RSED-TN, RSED-DC, and all of the network’s 22 public charter schools across all states and regions.)* Together these four nonprofits operate as a charter school network committed to eliminating the achievement gap by helping our Rocketeers reach their full potential. Thank you for being a dedicated member of the Rocketship Team who prove every day that incredible outcomes and experiences are possible when students have access to high quality educational opportunities.

The Handbook is designed to set every staff member up for success by articulating the policies and guidelines that provide a foundation for the employer/employee relationship. Staff members are required to be aware of and follow the policies included in the Handbook, especially the policies that are a condition of employment.

There are several things to keep in mind about this Handbook.

First, it contains only general information and guidelines. It is not intended to be comprehensive or to address all possible applications of, or exceptions to, the general policies and procedures described. Be aware that in many cases, policies/procedures relating to benefits, including eligibility for any amount of benefits, are governed by benefit plan documents, insurance contracts, and other legal documents. Those legal documents supersede any summary provided in this Handbook and are controlling. For these reasons, if you have any questions concerning eligibility for a particular benefit or the applicability of a policy or practice to you, you should address your specific questions to the Human Resources Department.

Second, please note that this Handbook applies to all Rocketship employees including those at Rocketship schools, regional staff, and all national network staff. Moreover, this Handbook supersedes any and all prior versions of a handbook or manual and any prior inconsistent policies/procedures and descriptions of benefits.

Third, Rocketship’s procedures, practices, policies, and benefits may be interpreted, modified, suspended or discontinued by Rocketship at any time with or without notice, as permitted by law.

Fourth, the main body of the Handbook applies to all Rocketship employees, irrespective of region, and inclusive of National NEST employees. In addition, each Rocketship region (e.g., California, Washington, DC, Wisconsin and Tennessee) also has a state law addendum located at the end of the Handbook setting forth the specific policies or legal requirements applicable to employees working in those specific state(s). To the extent employees work in a location where state or local law provides rights that exceed the provisions in this handbook or any applicable state law addendum, Rocketship complies with the applicable law.

Nothing in the Handbook or in any other document or policy is intended to violate any local, state or federal law. Nothing in the Handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission, or any other federal, state or local agency charged with the enforcement of any laws.

This Handbook is not a contract and does not constitute an express or implied contract guaranteeing continued employment for any employee. The Handbook is periodically revised to align with changes in employment laws across each of the states where Rocketship schools are located and will be interpreted and administered according to applicable federal, state or local laws. Periodic revisions are also made to provide clarity and insight into existing policies. **This Handbook supersedes all previous employee handbooks.**

CONDITIONS OF EMPLOYMENT

At Will Employment

Employment with Rocketship is at will, meaning employment with Rocketship is not for any specified period and may be terminated by you or Rocketship at any time, for any or no reason, with or without cause, with or without notice. In connection with this policy, Rocketship reserves the right to modify or alter your position, in its sole discretion, with or without cause and with or without notice, through actions other than termination, including demotion, promotion, transfer, change in reporting relationships, reclassification or reassignment. In addition, Rocketship reserves the right to exercise its managerial discretion in imposing any form of discipline it deems appropriate.

Nothing in this Handbook or in any oral statement shall limit the right to terminate employment at-will. This at-will employment policy is the sole and entire agreement between the employee and Rocketship regarding the fact that employment with Rocketship is at-will. No manager or supervisor has any authority to enter into a contract of employment express or implied that changes the at-will nature of your employment. The at-will nature of your employment with Rocketship cannot be changed except in a written agreement, signed by you and the CEO of Rocketship Education, that specifically states the parties' intention to change the at-will nature of the employment.

Equal Employment Opportunity

Rocketship is an equal opportunity employer. In accordance with applicable federal, state and local law, Rocketship prohibits discrimination against any applicant or employee based on any legally protected characteristics, including, but not limited to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, lactation, childbirth, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Sexual orientation;
- Religion or creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin, ethnicity or ancestry (including native language spoken)
- Citizenship or immigration status (including possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Uniformed service member and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

Additionally, Rocketship prohibits retaliation against any person by another employee or by Rocketship for reporting prohibited discrimination or for filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a government enforcement agency.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

Rocketship expects all employees to act in accordance with our equal employment opportunity policy, and to take all steps necessary to maintain a workplace free from discrimination, harassment and retaliation.

Employees can raise concerns and make reports without fear of reprisal. Employees with questions or concerns relating to equal employment opportunity, including complaints of discrimination, harassment, or retaliation, and accommodation requests, are encouraged to bring these issues to the attention of a Rocketship administrator, and/or the Director of Human Resources; Rocketship Public Schools; 2001 Gateway Place, Suite #230E, San Jose, CA 95110 hr@rsed.org.

Policy Prohibiting Harassment, Discrimination, and Retaliation

Rocketship is committed to providing a work and educational atmosphere that is free of harassment, discrimination, and retaliation. Rocketship's policy prohibits harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender identity or expression; sex (including pregnancy, childbirth, lactation, and related medical conditions); sexual orientation; religion or creed (including religious dress and grooming practices); age (forty (40) and over); national origin or ethnicity; citizenship or immigration status; physical or mental disability; genetic information (including testing and characteristics); uniformed servicemember and veteran status; or any other characteristic protected under federal, state, or local laws.

This policy applies to employees, volunteers, unpaid interns, individuals in apprenticeship programs, Board members, independent contractors, vendors, visitors and anyone else doing business with Rocketship. Any employee or agent of Rocketship who violates this policy will be subject to disciplinary action, up to and including immediate termination of employment or other relationship with Rocketship. Rocketship prohibits unlawful discrimination, harassment, sexual harassment or retaliation, and prohibits conduct as defined in this policy, even if it does not rise to the level of being unlawful. This policy is not designed or intended to limit Rocketship's authority to discipline or take remedial action for conduct that violates this policy that Rocketship deems unacceptable, regardless of whether that conduct satisfies the definition of discrimination, harassment, sexual harassment or retaliation.

To the extent that a volunteer, unpaid intern, individual in apprenticeship programs, Board member, independent contractor, vendor, visitor or other person with whom Rocketship does business engages in inappropriate conduct in violation of this policy, Rocketship will take prompt and appropriate action to remedy the situation.

Examples of Prohibited Conduct

Prohibited discrimination, harassment and offensive conduct can be based on any of the characteristics set forth above and includes but is not limited to:

- Verbal conduct such as epithets, threats, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intimidation, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Ridicule or mockery, taunting, insults, or put-downs;
- Display of graffiti, cartoons, “memes”, derogatory posters, photographs, calendars, drawings, websites, social media, emails, text messages or other electronic or printed material ;
- Sharing or watching pornography or sexually demeaning depictions of people, including AI-generated and/or deep fake images and videos;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes and characteristics above.

All forms of discrimination, harassment and retaliation are prohibited both in the workplace and at all work-related settings, including Rocketship-sponsored events, business trips and any other location when performing Rocketship business.

The prohibitions in this policy apply not only to in-person or verbal communications, but also to communications through the use of the Rocketship electronic communication system, including e-mail, chats, text messages and voicemail. The prohibitions in this policy also may extend to postings on personal blogs and other forms of social media if seen by or containing messages about your colleagues or others with whom we work.

It is no defense to inappropriate behavior that there was no bad intent, it was only a “joke” or that it was not directed at any particular person.

Complaint and Investigation Procedure; Sanctions for Violations

Employees who believe they are being harassed, discriminated against or retaliated against are requested to take the following actions:

- If you believe that you are a victim of discrimination, harassment or retaliation, and/or if you believe that you have observed conduct that appears to be discriminatory, harassing, or retaliatory:
 - Immediately contact your immediate supervisor and/or the Human Resources Department through the [HR Ticketing system](#) or by emailing hr@rsed.org.
 - In the event your immediate supervisor is the alleged harasser, you should contact any other leadership team or management member with whom you feel comfortable. *Reporting directly to the offending supervisor directly is not sufficient.*
 - Employees are not required to report any prohibited conduct to a supervisor or manager who may be hostile, who has engaged in such conduct, who is a close associate of the person who has engaged in such conduct, or with whom the employee is uncomfortable discussing such matters.

- Any employees who are uncomfortable with face-to-face interaction may write down their complaints and submit the written complaint to their immediate supervisor and/or an HR Representative via email or by U.S. Mail.
- Supervisors, managers or leadership team members who receive a complaint of discrimination, harassment, or retaliation, and/or information about such conduct must immediately report it to the Human Resources Department. In some states, failure to adhere to this requirement could result in personal liability.

Reports of prohibited conduct should be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair Rocketship's ability to investigate and address the prohibited conduct. Any supervisor who receives a report of discrimination or harassment must immediately notify Human Resources.

After receiving a report, the Human Resources Department shall consider whether the allegations may constitute discrimination, harassment or retaliation that is prohibited under Rocketship policy. If so, Rocketship shall promptly authorize or undertake an investigation, which shall be conducted thoroughly and objectively. If appropriate, Rocketship shall promptly take interim action calculated to prevent prohibited conduct or interference during the course of an investigation.

All employees are expected to cooperate with any investigation. Without full cooperation, Rocketship will be limited in responding to concerns raised. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations. If the results of an investigation indicate that prohibited conduct occurred, Rocketship shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct. Rocketship may also take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

Rocketship will maintain confidentiality surrounding the investigation to the extent possible, consistent with a thorough and objective investigation, and to the extent permitted or required under applicable law.

Rocketship is committed to remediating any instances where investigation findings demonstrate prohibited harassment, discrimination, or retaliation has occurred in violation of Rocketship policy. Anyone who, after appropriate investigation, has been found to have engaged in discrimination, harassment or retaliation and/or inappropriate behavior inconsistent with the policy (even if not unlawful) will be subject to appropriate disciplinary action, up to and including termination of employment or other relationship with Rocketship. An employee who intentionally makes a false claim, offers false statements, or refuses to cooperate with a Rocketship investigation regarding harassment or discrimination may be subject to appropriate discipline, up to and including termination. Further, any supervisor, manager or leadership team member who fails to make an immediate report of a complaint or concern raised to them to the Human Resources Department as required by this policy will be subject to corrective action, up to and including termination of employment. Exempt and nonexempt employees who violate this policy also may be suspended without pay. Exempt employees will be suspended in full day increments only.

Retaliation Prohibited

Rocketship prohibits retaliation against employees for using the complaint procedures provided below, reporting prohibited discrimination, harassment, or retaliation, objecting to such conduct, or filing, testifying, assisting, or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation is an action which would discourage an individual to raise concerns or make them feel ostracized. For example, termination, demotion, suspension, failure to hire or consider for hire, excluding an employee from meetings, ignoring an employee's suggestions and denial of training.

The initiation of a good faith complaint of discrimination, harassment, or retaliation will not be grounds for disciplinary or other retaliatory action, even if the allegations cannot be substantiated or the employee was mistaken about aspects of the complaint. Any individual who makes a complaint that is demonstrated to be intentionally false may be subject to discipline, up to and including termination.

Employees who take part in any retaliatory action will be subject to discipline, up to and including termination. All other persons will be subject to termination of their engagement or relationship with Rocketship for engaging in retaliation.

Prohibited Sexual Harassment

Rocketship is committed to providing a workplace free of sexual harassment and considers such harassment to be a major violation of Rocketship policy, which may result in disciplinary action, up to, and including immediate termination of employment.

Sexual harassment consists of a wide-range of activities including, but not limited to, sexual advances, requests for sexual favors and other verbal, visual, written, electronic, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when:

- (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment;
- (2) submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the individual; and/or
- (3) that conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment, even if the individual making the report is not the intended target of such conduct.

Sexual harassment includes various forms of offensive behavior based on sex. The following is a non-exhaustive list of examples of conduct prohibited by this policy:

- Physical assaults of a sexual nature, such as:
 - Sexual battery, physical violence, assault, rape, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as unwelcome or inappropriate touching, pinching, patting, grabbing, impeding or blocking normal movements, brushing against another's body, or poking another's body.
 - Unwanted sexual advances or propositions (including repeated and unwelcome requests for dates).

- Sexually oriented or degrading gestures, notices, remarks, explicit jokes, innuendos, epithets, slurs, or comments about a person's body, dress, sexuality or sexual experience, including discussions of sexual fantasies, frustrations or the like.
- Preferential treatment or promises of preferential treatment to an employee for submitting to a romantic relationship or sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- Linking or conditioning any employment decision, benefit or other practice to a subordinate's submission, or refusal to submit, to sexual advances or conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Hostile actions taken against an individual because of that individual's sex or non-conformity with a gender stereotype, such as:
 - Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
 - Repeated and intentional use of a name or pronoun inconsistent with an individual's known gender identity;
 - Asking intrusive questions about a person's sexual orientation, gender identity, gender transition, or intimate body parts;
 - Sabotaging an individual's work;
 - Persistent contact or attempts to interact with an individual after a romantic or intimate relationship ends; and
 - Bullying, yelling, or name-calling.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, objects, cartoons, posters, calendars, graffiti, objections, websites, emails, text messages, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; or
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The examples of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. If you have any question about whether behavior is inappropriate, simply do not engage in the conduct.

Sexual harassment can occur regardless of the gender of the person committing it or the person who is exposed to it.

In addition, Rocketship believes that there should be boundaries between your professional and personal life. However, if you find yourself engaged in a consensual intimate or romantic

relationship with a coworker or any other individual related to Rocketship (e.g., vendor, family member of a student or colleague, etc.), you must understand Rocketship's perspective on consensual relationships in the workplace. In general, romantic or intimate relationships are not appropriate in the workplace and they are discouraged, particularly where one of the parties has management or supervisory responsibilities over the other, or in cases involving the parent/guardian of a student who is assigned to you, because these relationships can have a negative impact in the workplace. Accordingly, if a supervisor or manager finds themselves engaging in a romantic or intimate relationship with someone in their department or any form of reporting relationship, they must advise the Human Resources Department immediately so it can determine whether any further action needs to be taken to avoid a perception of favoritism or a conflict of interest. Likewise, if an employee finds themselves engaging in a romantic or intimate relationship with a parent/guardian of a student, they must advise the Human Resources Department immediately so it can determine whether any action needs to be taken to avoid the appearance of impropriety, favoritism, or a conflict of interest. The Human Resources Department will make recommendations as appropriate.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of prohibited harassment.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Any employee who believes they have been sexually harassed should immediately report the offensive conduct to the Human Resources Department. Any employee who becomes aware of any conduct that may constitute sexual harassment, should immediately report the conduct to the Human Resources Department. Supervisors who become aware of any conduct that may constitute sexual harassment, must take immediate action to report the conduct to the Human Resources Department or be subject to disciplinary action, up to and including termination.

Rocketship prohibits retaliation against an employee who has articulated a good faith concern about sexual harassment against them or against another individual. Retaliation against anyone involved in the complaint process is a violation of Rocketship policy and acts of retaliation may result in disciplinary action, up to and including termination. Rocketship shall take appropriate disciplinary action against employees who have engaged in discrimination, harassment or retaliation, up to and including termination of employment.

Whistleblower Policy

Rocketship requires its employees, and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Accordingly, Rocketship employees and volunteers are encouraged to report actions which they, in good faith, believe to be illegal, fraudulent, or in violation of adopted Rocketship policy, to compliance@rsed.org. This policy applies to any matter which is related to Rocketship's business and operations and relates only to those acts of an individual undertaken on behalf of Rocketship and subject to the direction of Rocketship. This policy is intended to supplement but not replace Rocketship's harassment and discrimination policies, and corresponding complaint policies, or any applicable state and federal laws governing whistleblowing applicable to nonprofit organizations.

Violations: Reporting in Good Faith

As noted above, employees and volunteers of Rocketship are encouraged to report any action or suspected action taken within Rocketship that they believe to be illegal, fraudulent, or in violation of any adopted policy of Rocketship (each, a Violation). Anyone reporting a Violation must act in good faith, without malice to Rocketship or any individual inside Rocketship, and articulate reasonable grounds for believing that the information as reported indicates that a Violation has occurred. The act of making allegations that are found to be unsubstantiated, and made maliciously, recklessly, or with the knowledge that the allegations are false, will be viewed as a disciplinary offense that may result in discipline, up to and including termination of employment or volunteer status.

No Retaliation

No employee or volunteer who in good faith reports a Violation or participates in the investigation of a Violation shall suffer retaliation. Any individual within Rocketship who retaliates against another individual who in good faith has reported a Violation or has participated in the investigation of a Violation is subject to discipline, up to and including termination of employment or volunteer status. If an individual believes that someone who has made a report of a Violation or who has participated in the investigation of a Violation is suffering from retaliation, the individual should contact the Human Resources Department. Any individual who reasonably believes they have been retaliated against in violation of this policy shall follow the same procedures as for filing a complaint outlined below.

Reporting Process

If an individual reasonably believes that a Violation has occurred, the individual is encouraged to follow the procedures set forth in Rocketship's Complaint and Investigation Procedure. Reported Violations will be investigated and handled in accordance with Rocketship's Complaint and Investigation Procedure. Reports may be submitted on a confidential basis by the complainant or may be submitted anonymously by mailing the form to the Human Resources Department at: Rocketship Education, Attn: SVP Human Resources, 2001 Gateway Place #230E, San Jose, CA 95111 or submitting an email complaint to hr@rsed.org. The complainant may also report a violation to the Department of Human Resources through the HR Ticketing system (<https://www.tfaforms.com/455487>).

Confidentiality

Rocketship encourages anyone reporting a Violation to identify themselves when making a report in order to facilitate the investigation of the Violation. Reports of suspected Violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation, to comply with all applicable laws, and to cooperate with law enforcement authorities. Furthermore, Rocketship will explore anonymous allegations to the extent possible based on the alleged facts or circumstances and the availability of other sources of information.

Accounting and Auditing Matters

The Business Committee of the Board of Directors is responsible for addressing reported complaints of Violations relating to corporate accounting practices, internal controls or auditing. The Compliance Officer (compliance@rsed.org) and any Rocketship employee in the receipt of such a complaint may report the complaint to the Business Committee instead of the Human Resources Department.

Reasonable Accommodation

To comply with applicable laws ensuring equal employment opportunities for individuals with disabilities, Rocketship will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee, unless undue hardship and/or a direct threat to the health and/or safety of the individual or others would result. Any employee who requires an accommodation in order to perform the essential functions of their job, enjoy an equal employment opportunity, and/or obtain equal job benefits should contact the Human Resources Department to request such an accommodation.

Employees who believe they need an accommodation must specify, preferably in writing, what barriers or limitations prompted the request. Rocketship will evaluate information obtained from the employee, and possibly the employee's health care provider or another appropriate health care provider, regarding any reported or apparent barriers or limitations, and will then work with the employee through an interactive process to identify possible accommodations, if any, that will help to eliminate or otherwise address the barrier(s) or limitation(s). If an identified accommodation is reasonable and will not impose an undue hardship on Rocketship and/or a direct threat to the health and/or safety of the individual or others, Rocketship will generally make the accommodation, or it may propose another reasonable accommodation which may also be effective. Employees are required to cooperate with this process by providing all necessary documentation supporting the need for accommodation and by being willing to consider alternative accommodations when applicable. In some cases, the above-described interactive process may be triggered without a request from the employee, such as when Rocketship receives notice from its own observation or another source that a medical impairment may be impacting the employee's ability to perform essential job functions.

Employees who wish to request unpaid time away from work to accommodate a disability should speak to the Human Resources Department.

Religious Accommodation

Rocketship will provide reasonable accommodation for employees' religious beliefs, observances, and practices when a need for such accommodation is identified, and reasonable accommodation is possible. A reasonable accommodation is one that eliminates the conflict between an employee's religious beliefs, observances, or practices and the employee's job requirements, without causing undue hardship to the conduct of Rocketship's operations.

Rocketship has developed an accommodation process to assist employees. Through this process, Rocketship establishes a system of open communication between employees and the Human Resources Department to discuss conflicts between religion and work and to take action to provide reasonable accommodation for employees' needs. Any employee who perceives a conflict between job requirements and religious belief, observance, or practice should bring the conflict and request for accommodation to the attention of Human Resources to initiate the accommodation process. Rocketship asks that accommodation requests be made in writing, and in the case of schedule adjustments, as far in advance as possible.

Pregnancy Accommodation

In accordance with the federal Pregnant Workers Fairness Act ("PWFA"), Rocketship will make reasonable accommodations for known physical or mental limitations related to the pregnancy,

childbirth or related medical conditions of a qualified applicant or employee, unless the accommodation would impose an undue hardship on Rocketship's operation.

"Known physical or mental limitations" are those that the applicant, employee or their representative has communicated to Rocketship. Employees or applicants who wish to inform Rocketship of such a limitation and/or request a reasonable accommodation under this policy should contact the Human Resources Department, preferably specifying in writing what barriers or limitations prompted the request.

The Human Resources Department will evaluate information provided regarding any reported or apparent barriers or limitations and will then communicate with the applicant or employee and engage in an interactive process to determine the nature of the limitation and what, if any, reasonable accommodation(s) may be appropriate. If, through this interactive process, Rocketship and the individual arrive at a reasonable accommodation that does not impose an undue hardship on Rocketship's operation, Rocketship will make that accommodation.

Employees who wish to request time away from work to accommodate a limitation related to pregnancy, childbirth or a related medical condition should contact the Human Resources Department. However, Rocketship will not require a qualified employee to take leave if another reasonable accommodation can be provided.

For individuals working in a jurisdiction that has a mandatory pregnancy accommodation law, Rocketship will comply with all legal requirements, including providing greater or different benefits than those indicated here.

No Retaliation

Rocketship prohibits discrimination on the basis of pregnancy, childbirth or related medical conditions. Rocketship also will not interfere with any individual's rights under the PWFA or take adverse action against a qualified applicant or employee because they request or use reasonable accommodations in accordance with this policy, report or oppose discrimination under the PWFA, or participate in a proceeding involving an alleged violation of the PWFA. Individuals who believe they have been subjected to, or believe that another individual has been subjected to, prohibited discrimination, retaliation or coercion should report it immediately to Human Resources.

Lactation Accommodation

Rocketship will provide an employee with a reasonable amount of lactation break time each time the employee needs to express breast milk for their child for the time period required by applicable law. Employees needing breaks for lactation purposes may use ordinary paid rest breaks or may take other reasonable break time when needed. If possible, the lactation break time should run concurrently with scheduled meal and rest breaks already provided to the employee.

If the lactation break time cannot run concurrently with meal and rest breaks already provided or additional time is needed for the employee, the lactation break time will be unpaid for non-exempt employees.

Employees will be relieved of all work-related duties during any unpaid break. Where unpaid breaks or additional time are required, employees should work with their supervisor regarding scheduling and reporting the extra break time.

Because exempt employees receive their full salary during weeks in which they work, all exempt employees who need lactation accommodation breaks do not need to report any extra break time as “unpaid.”

For lactation breaks when an employee is working at a Rocketship physical location or at an off-site location required by the employee’s job, Rocketship will provide employees with the use of a room or a private area, other than a bathroom or toilet stall, that is shielded from view and free from intrusion from coworkers and the public. Rocketship will make a reasonable effort to identify a location within close proximity to the work area for the employee to express milk. This location may be the employee’s private office, if applicable. For employees who are working remotely, employees will be authorized to disable and/or turn off any employer-provided video systems, including computer cameras, security cameras, or web conferencing platforms, during any time spent expressing milk.

Rocketship will otherwise treat lactation as a pregnancy-related medical condition and address lactation-related needs in accordance with the PWFA and other applicable laws.

Employees should discuss with the Human Resources Department or Principal the location for storage of expressed milk. In addition, employees should contact the Human Resources Department before their return to work following the birth of a child to identify the need for a lactation area.

Employees who believe they have not been provided lactation break time and the use of a room or private area in accordance with this policy and federal law should immediately notify the Human Resources Department. Rocketship will not retaliate or discriminate against an employee because they file a complaint or institute any proceeding under or related to the federal Fair Labor Standards Act or testify in any such proceeding.

For employees working in a jurisdiction that has an applicable state or local mandatory lactation accommodation law, Rocketship will comply with all legal requirements, including providing greater or different break time and space accommodations than those described in this policy.

Pronoun or Preferred Name Use

Employees have the right to be addressed by the name and pronoun that corresponds to the employee’s gender identity upon request. It is the expectation that all Rocketship employees will be respectful and courteous to others’ preferred pronoun or name use. The intentional and/or persistent refusal to respect another person’s gender identity in the workplace (for example, intentionally referring to an employee by a name or pronoun that does not correspond to the employee’s stated preference or gender identity) can constitute harassment and may be a violation of this policy. Violations of this policy will be subject to disciplinary action including termination. Employees with questions about documenting a legal name change should contact Human Resources for further information.

Verification of Employment & Reference Requests

Prospective employers, financial institutions, and residential property managers routinely contact employers, including Rocketship, for information on a former or current employee’s work history.

All such requests to verify employment should be referred to and handled by the Human Resources Department through the Rocketship Jira [HR Ticketing system](#). You can access Jira via Rocketship's single sign on platform [Okta](#).

The Human Resources Department will respond to verification of employment with the following information only: dates of employment and job title(s) during employment. Responses to written requests for verification of employment will be made on the form provided only when the request is accompanied by a former or current employee's signed authorization to release such information. A written verification of employment form that has been completed by the Human Resources Department will be returned directly to the requesting party.

All requests for employee reference checks must go through the Human Resources Department. The Human Resources Department is the only source authorized to provide information of any kind regarding current or former employees. The Human Resources Department will only confirm the employee's dates of employment and position(s) worked. No other information will be provided.

Criminal Background Checks

As required by law, all individuals employed at Rocketship will be required to submit to a criminal background investigation. All background checks will be conducted in strict conformity with the federal Fair Credit Reporting Act (FCRA), applicable state fair credit reporting laws, and state and federal anti-discrimination and privacy laws. Rocketship is an equal opportunity employer and will comply with applicable federal, state and local laws relating to the use of background checks for employment purposes. No condition or activity will be permitted that may compromise Rocketship's commitment to the safety and the well-being of students taking precedence over all other considerations.

Tuberculosis Testing

To the extent that it is required by law for the state in which you work with Rocketship, all individuals working at Rocketship will be required to comply with applicable state law tuberculosis testing requirements. The Human Resources Department will provide employees with all such requirements.

Immigration Compliance

Rocketship will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, Rocketship will not check the employment authorization status of current employees or applicants who were not offered positions unless required to do so by law.

Rocketship shall not in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Rocketship shall not allow a federal immigration enforcement agent to enter any nonpublic areas of Rocketship without a judicial warrant, nor voluntarily give consent to an agent to access, review or obtain employee records without a valid subpoena or judicial warrant. If a search of employee records are authorized by a valid subpoena or judicial warrant, Rocketship may give employees notice of the inspection both before and after it has occurred as required by law.

Teaching Credentials

All Rocketship teachers and instructional School Leaders must either possess or be in the process of obtaining the appropriate teaching credentials for their position, and maintain their teaching credentials in current, valid, and in good standing status throughout their employment, per applicable Rocketship charter authorizer requirements and applicable state and federal law.

As an employee, you are responsible for understanding and complying with the standards that apply to your position. Employees must provide the Human Resources Department with copies of new and/or renewal documents, as well as any documentation related to any potential disciplinary actions relating to their credential, promptly upon receipt or as requested. Failure to meet or uphold credentialing requirements may result in adverse employment action, up to and including termination, at the discretion of the Human Resources Department and Regional Leadership.

Mandated Reporting

Any Rocketship employee **who observes, reasonably suspects, or becomes aware that a child has been subjected to abuse or neglect must report the known or suspected child abuse or neglect to the appropriate child protective agency immediately, or as soon as practically possible.** Reporting should be made by telephone, followed by the preparation of a written report concerning the suspected abuse and/or neglect which should be sent to the child protective agency to which the report was made as required by law. See the attached Addenda for the mandated reporting policies applicable to each state in which Rocketship operates.

In addition, employees are also encouraged to immediately report known or reasonably suspected abuse or neglect to the Principal so that Rocketship may conduct an investigation as applicable and ensure appropriate actions are taken to protect the safety of the student. Employees who report suspected abuse to their Principal or other Rocketship employee **must still file a report with the relevant child protective agency and cannot delegate or rely on any other employee to make this report.**

Rocketship will provide access to annual training on the mandated reporting requirements as required by law.

Please refer to the state law addendum for the state in which you work for specific Mandated Reporter requirements.

By acknowledging receipt of this Handbook, employees acknowledge they are mandated reporters and are certifying that they have knowledge of and will comply with their state's mandated reporting laws.

Professional Boundaries: Staff/Student Interaction Policy

Rocketship recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. The following professional boundary standards apply to staff members, contractors, volunteers, and all individuals interacting with students.

No Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples provide guidance for school personnel:

- A. Examples of PERMITTED actions
 1. Stopping a student from fighting with another student;
 2. Preventing a pupil from committing an act of vandalism;
 3. Defending yourself from physical injury or assault by a student;
 4. Forcing a pupil to give up a weapon or dangerous object;
 5. Requiring an athletic team to participate in physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills; and
 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions
 1. Hitting, shoving, pushing, picking up, grabbing, or physically restraining or redirecting a student as a means of control or punishment, to include any other form of rough handling;
 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment; and
 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Rocketship prohibits the use of restraint or seclusion except in an emergency circumstance. Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective and should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated. Any restraint or seclusion may only be applied by properly Crisis Prevention Institute (CPI) trained and certified school personnel using authorized techniques.

Acceptable and Unacceptable Staff/Student Behavior

This policy sets expectations for appropriate boundaries in staff-student interactions.

It is each staff member's obligation to avoid situations that could be perceived as inappropriate and/or that might prompt suspicion of inappropriate behavior by parents, students, colleagues, or school leaders. One viable standard for staff to apply when uncertain is to ask: "Would I be engaged in this conduct if my family, the student's family, or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" refers to professional standards of behavior in staff-student interactions. Trespassing the boundaries of a student/teacher relationship will be

deemed a violation of this policy and such conduct will be subject to disciplinary measures including the possibility of immediate termination of employment.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have engaged in inappropriate or questionable behavior, or any behavior that appears to violate Rocketship policy regarding student/staff interactions,, they must immediately report the matter to the Principal and/or the Human Resources Department. All reports will be kept as confidential as possible consistent with a thorough and objective investigation, and to the extent permitted or required under applicable law. It is the duty of the Principal to investigate and thoroughly report the situation. Employees must also report to the Principal any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse, including. any incident in which a student engages in improper communications with the employee. Such reports should include a summary of the student's communication, as well as the time, date, and method of communication. If abuse is suspected, employees must immediately report the suspected abuse as mandated reporters pursuant to the Rocketship Child Abuse & Neglect Reporting Policy.

Examples of Specific Unacceptable Staff/Student Interactions and Behaviors

The following is not an exhaustive list of examples, but is intended to be illustrative of unacceptable forms of behaviors and interactions, and therefore violations of Rocketship policy:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- a. Giving gifts to an individual student that are of a personal and intimate nature.
- b. Kissing of any kind between staff and students.
- c. Any type of unnecessary physical contact with a student in a private situation.
- d. Intentionally being alone with a student away from school.
- e. Making sexually inappropriate comments.
- f. Making sexual jokes.
- g. Seeking emotional involvement with a student for your benefit.
- h. Telling stories that are sexually oriented.
- i. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- j. Having a personal relationship with a student so that a reasonable person may suspect inappropriate behavior.
- k. Communicating with students in an inappropriate manner, including but not limited to using an aggressive/threatening tone or profanity, mocking students, or engaging in any form of name-calling or use of inappropriate nicknames.
- l. Remarks about the physical attributes or development of anyone.
- m. Excessive attention toward a particular student.
- n. Sending emails, text messages or letters to students.
- o. Communicating with students via social networking accounts (including, but not limited to, Facebook, X, Twitter, LinkedIn, Instagram, SnapChat, WhatsApp, Kik, and Tumblr).

Acceptable and Recommended Staff/Student Behaviors

- a. Getting parents' written consent for any after-school activity.
- b. Obtaining formal approval to take students off school property for activities such as field trips or competitions.

- c. Messages to students through the Rocketship sponsored Clever platform provided that the messages to students must be very professional and pertaining to school activities or classes. Communication must be limited to school technology. (*Regular emails, texts, instant messages, direct messages are not permissible.*)
- d. Keeping the door open when alone with a student.
- e. Keeping reasonable physical space between you and your students.
- f. Stopping and correcting students if they cross your own personal boundaries.
- g. Keeping parents informed when a significant issue develops about a student.
- h. Keeping after-class discussions with a student professional and brief.
- i. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- j. Involving your supervisor if conflict arises with the student.
- k. Informing the Human Resources Department about situations that have the potential to violate Rocketship policy.
- l. Making detailed notes about an incident that could evolve into a more serious situation later or could violate Rocketship policy.
- m. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- n. Asking another staff member to be present if you will be alone with any type of special needs student.
- o. Asking another staff member to be present when you must be alone with a student after regular school hours.
- p. Giving students praise and recognition without touching them.
- q. High fives, fist bumps, and handshakes with reasonable and appropriate strength/force.

Violations of this policy may result in disciplinary action, including immediate termination of employment.

Student Discrimination and Harassment

Discrimination and harassment of students by employees are prohibited. Employees who suspect a student may have experienced discrimination and/or harassment are obligated to immediately report their concerns to the Principal, other appropriate Rocketship manager or leader, or the Human Resources Department.

Allegations of discrimination, harassment, or retaliation against a student by an employee or other adult will be promptly investigated. As mandated reporters, any Rocketship employee who knows of or suspects child abuse or neglect must also report their knowledge or suspicion to the appropriate authorities, as required by law, and in accordance with Rocketship's Child Abuse and Neglect policy.

Rocketship shall take appropriate disciplinary action against employees who have engaged in discrimination or harassment of students, up to and including termination of employment.

Retaliation against anyone involved in the complaint process is a violation of Rocketship policy and acts of retaliation may result in disciplinary action, up to and including termination. The initiation of a good faith complaint of discrimination, harassment, or retaliation will not be grounds for disciplinary or other retaliatory action, even if the allegations cannot be substantiated or the employee was mistaken about aspects of the complaint. Any individual who makes a complaint that is demonstrated to be intentionally false may be subject to discipline, up to and including termination.

Sexual Harassment of Students

Sexual harassment of students includes any unwelcome verbal, written, electronic, and/or physical conduct that may be considered sexual in nature. Examples of prohibited conduct include but are not limited to:

- Sexually charged physical, verbal, or nonverbal conduct;
- Grooming a student to establish an inappropriate relationship;
- Engaging in sexually oriented conversations; requesting a date, sexual contact, or any other form of sexual activity;
- Engaging in sexually charged conversations including those regarding the sexual problems, preferences, or fantasies;
- Inappropriate hugging, kissing, excessive touching or any other physical contact that could reasonably be construed as sexual in nature;
- Suggestions that a romantic relationship is desired;;
- Physical contact that would reasonably be construed as sexual in nature;
- Threatening or enticing students to engage in sexual behavior in exchange for grades or other school-related benefit;
- Requests for sexual favors; and/or
- Any other conduct of a sexual nature that creates an intimidating, threatening, hostile or offensive educational environment.

Any sexual or romantic relationship between a student and a Rocketship employee is strictly prohibited and an offense that is, among other things, reportable to child protective services and other law enforcement authorities. Moreover, sexual harassment of students by employees will result in appropriate disciplinary action up to and including termination from employment and referral to appropriate law enforcement authorities where required by law.

Rocketship employees who observe and/or learn of any conduct, action or suspected action that violates this policy, must report the conduct to their supervisor and/or Rocketship leadership. In addition, Rocketship employees are encouraged to observe their duties as mandatory reporters if they learn of any violation of this policy, and to file a report with the applicable child protective service agency in their region.

THE WORKPLACE

Employment Status Classifications

Rocketship employees may be classified as regular full-time, regular part-time, temporary, or intern.¹

Eligibility for various employee benefits is determined by employment status classifications and the terms of the benefits and insurance programs and plans in accordance with federal and state law.

Regular full-time employees are those hired on a full-time basis that are regularly scheduled to work at least thirty (30) hours per week. Regular full-time employees are eligible for all Rocketship-sponsored employee benefits, subject to individual plan requirements for eligibility.

Regular part-time employees are those hired on a part-time basis that are regularly scheduled to work less than thirty (30) hours per week. Regular part-time employees are not eligible to participate in Rocketship-sponsored benefits, other than those required by applicable law.

Temporary employees are those hired for either a special project, on an as-needed basis, for seasonal work, or any other kind of work with the understanding that such work will be completed within a specified period of time, usually not to exceed three (3) months. Temporary employees are generally not eligible for Rocketship-sponsored benefits, other than those required by applicable law. Temporary employees do not become regular employees as a result of the passage of time or by working in excess of the period originally expected or designated. An employee can change from temporary to regular status only if advised of such a change in writing by the Human Resources Department.

Interns are individuals engaged for a limited duration primarily for training, educational experience or academic credit pursuant to an academic program. Interns are not eligible for Rocketship-sponsored benefits, except as required by applicable law.

Exempt v. Nonexempt Status

Rocketship also classifies employees as exempt or non-exempt in accordance with applicable state and federal laws.

Employees will be notified of classification as exempt or nonexempt at their time of hire, at the time their job duties or position changes, or otherwise as appropriate.

¹ There are certain workers who perform services for Rocketship that are not employees. For example, Staffing agency workers are those who are employed by a staffing agency and perform work for Rocketship through their staffing agencies. Staffing agency workers are not eligible for any Rocketship employee benefits, although the staffing agency may provide such individuals with benefits. The term “staffing agency” refers to any third-party company that a) employs a worker who performs work for Rocketship, and b) is responsible for paying the worker’s wages, benefits (if applicable), employer related taxes, and other expenses as applicable.

Similarly, Rocketship may, from time to time, engage independent contractors through contracts with sole proprietors or independently owned small businesses to provide services and perform work for Rocketship. Such independent contractors are not eligible for any Rocketship employee benefits and they are not employees of Rocketship.

Exempt employees are employees who have been classified by Rocketship as exempt from minimum wage and overtime pay requirements. Most exempt employees are compensated on a salary basis, and their salary is compensation for all hours worked each week, rather than for a fixed number of hours per week.

Non-exempt employees are employees who have been classified by Rocketship as non-exempt and who are NOT exempt from minimum wage and overtime pay requirements. Non-exempt employees are eligible to receive overtime pay for hours worked in excess of 40 hours in a given workweek, or as otherwise required by applicable state law.

These classifications do not guarantee employment for any specified period of time. Rather, employment at Rocketship remains at-will irrespective of position classification.

Meal and Rest Periods

It is Rocketship's policy to comply with all laws regarding meal and rest periods. Please refer to the state law addendum for the state in which you work for state-specific meal and rest period requirements.

Unless otherwise provided by state law, all nonexempt employees working at least five (5) hours are provided with a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. A nonexempt employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Rocketship mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Nonexempt employees are prohibited from combining meal and rest period time.

Nonexempt employees should take all meal periods provided under this policy. During meal periods, Rocketship will relieve nonexempt employees of all duties, and will not exercise control over employees' activities. Nonexempt employees are free to spend their meal and rest period time as they choose and are free to leave the worksite. No supervisor or manager may impede or discourage employees from taking meal or rest periods provided under this policy.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees are required to document the start/end time of their meal periods, as well as certify they have taken their rest periods, on their time records each day, and ensure that their time is accurately and timely submitted by the deadline of each payroll period. Any employee who believes that they were not provided meal and rest periods that comply with this policy must immediately inform the Human Resources Department or another member of management.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affect Rocketship's ability to serve its students, implement its educational program, maintain adequate and minimum staffing requirements for student safety. Moreover, absenteeism and tardiness disrupt consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone their supervisor as soon as possible but no later than one-half (1/2) hour before the start of the workday (unless it is an emergency and thus impossible to do so, in which case the employee must call as soon as possible thereafter). Unless extenuating circumstances exist, if an employee is absent from work longer than one (1) day, they are expected to keep their supervisor sufficiently informed of the situation and advise their supervisor of each scheduled day on which they will not report to work, unless they are on an approved leave of absence.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including termination of employment. Each situation of absenteeism, tardiness or early departure will be evaluated on a case-by-case basis. Even one unexcused absence or tardiness may be considered excessive, depending upon the circumstances.

Unless there are extraordinary circumstances, an absence for three (3) consecutive work days without notification to Rocketship will be considered and recorded as a voluntary resignation from employment due to job abandonment.

Based on its experience in operating schools, Rocketship has determined that more than 3 staff member absences on the same day negatively affects Rocketship's ability to implement its educational program and disrupts consistency in students' learning. Due to the need to be fully staffed at each school campus in service of our students, with the exception of cases involving illness, no more than three (3) staff members from the same school campus should be approved for PTO for the same school day(s). Of those three (3) approved absences on the same day, no more than two (2) requests can be from staff members from the same grade level. If a situation arises where more than 4 staff members request PTO, the requests beyond 3 will need to be approved by both the Principal and the employee's direct manager. PTO requests in this circumstance will be approved in the order in which they were received in Workday unless otherwise required by federal or state law.

Timecards/Records

By law, Rocketship is obligated to keep accurate records of the time worked by nonexempt employees. All nonexempt employees are required to utilize Rocketship's timecard system on a daily basis.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, and in and out for lunch and for midday absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to Rocketship premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their timecards. Employees may only record hours actually worked and must never overstate, estimate, or round time beyond what was worked. If an employee forgets to mark their timecard or makes an error on the timecard, the employee must contact their supervisor to make the correction and such correction must be approved by both the employee and their supervisor. When employees receive their paychecks, they should verify immediately that their working time was recorded accurately and that they were paid correctly for all hours worked.

Nonexempt employees must report all time worked and not work any time that is not pre-authorized by their supervisors. Employees may not record time for work not actually performed. This includes: starting work early, finishing work late, working during an unpaid meal or rest break, or performing any other work without authorization by a supervisor. Unauthorized work must be reported, but will be paid if worked. Engaging in continuous or repeated unauthorized work time, even if recorded accurately, may result in disciplinary action up to and including termination.

Nonexempt employees who fail to accurately record their work hours as required under this policy will be paid for all hours worked, but may be subject to disciplinary action for repeated violations of policy, including the possibility of termination of employment.

Employees may not enter or record hours worked on behalf of their coworkers. Any employee who violates any aspect of this policy may be subject to disciplinary action up to and including possible termination.

It is a violation of Rocketship's policy for anyone to instruct or encourage another employee to work "off the clock," to incorrectly report hours worked, or to alter another employee's time records. If any employee is directed or encouraged to incorrectly report hours worked, or to alter another employee's time records, they should report the incident immediately to the Human Resources Department.

Remote Work: (Applies to NeST staff and any other employees who have appropriate manager written pre-approval for hybrid or remote work.)

As our workforce continues to operate with some employees fulfilling their job responsibilities at locations other than Rocketship's campuses and offices (typically their home) as their primary business site, the following policy applies. The requirements noted here are designed to ensure productivity, professionalism, and to prevent disruptions to the workday, projects, collaborations, and/or virtual meetings. .

Working remotely is not a guaranteed universal employee benefit and it is not possible to offer to all employees, as the requirements of some positions are not suited to such arrangements. Employees may be advised by the Company to work remotely. In addition, an employee may make a request to work remotely due to circumstances that may warrant working remotely. An employee's previous job performance may be considered in determining whether the employee may be permitted to work remotely. Rocketship reserves the right to withdraw approval for remote work at any time, if, in its sole discretion, Rocketship determines that remote work is not serving Rocketship business needs and/or in situations where Rocketship suspects and/or determines the existence of policy violation(s), performance concerns, abuse of arrangement, and/or due to business or role specific needs.

Note: If your role requires in-person attendance, you must obtain written pre-approval from your supervisor and through the Human Resources Department before working remotely. If you have questions about the approval process, please contact your direct supervisor or the Human Resources Department. Failure to obtain pre-approval or comply with this policy may result in disciplinary action, up to and including termination of employment.

General Expectations

- Remote employees are expected to be available and communicative during scheduled work hours applicable to the time zone into which they were hired, including promptly attending all meetings and calls. Any changes to the agreed-upon schedule must be reviewed and approved by the supervisor in advance.
- Remote employees are responsible for ensuring that remote work is done in a manner that does not compromise the quality of their work, productivity, or relationships with colleagues. It is essential that the employee is proactive and effective in communication with fellow employees and management regarding status updates, deadlines, meetings, deliverables, and obligations. The employee must be accessible via phone and email during work hours. Rocketship work rules and other policies apply equally to remote work.
- Consumption of alcohol, intoxicants, and drugs that impair ability to work during work hours is strictly prohibited.
- Employees should seek a quiet and distraction-free working space that allows them to perform their job duties without interruption.
- Employees are expected to maintain their workspace in a safe manner, free from safety hazards and to immediately report any work-related injuries that occur while working remotely.
- Employees may not use remote work to provide dependent care, perform personal errands, or engage in non-work activities during scheduled work hours.
- Employees approved for remote work are expected to perform their duties from their designated primary work location and the state/region of residence at the time of hire. *If an employee relocates to another state/region/location, they must notify the Human Resources Department and the Payroll Department, and update their employee records and Workday within thirty (30) days of their relocation to ensure the correct payroll withholdings are being made and that Rocketship is making any expense reimbursements required under federal, state and local laws.*
- Remote employees who plan to travel for personal, non-business reasons and wish to continue working during that time must notify their supervisor in advance and obtain written approval to work remotely from another location. For international travel, please see *International Travel and Use of Rocketship Public School Assets* policy.

International Travel and Use of Rocketship Assets

Working from or accessing Rocketship systems while traveling internationally is strongly discouraged and should occur only when circumstances make it unavoidable. Due to data security, legal, and operational risks, team members may not access Rocketship assets while traveling internationally without prior written approval from both a NET leader and the Vice President of Technology. Requests for approval must be submitted in advance of travel and include travel dates, destination(s), duration, and business justification.

When approval is granted, team members are required to comply with all security protocols and guidance provided by the Technology Team to protect Rocketship data and systems. This may include limitations on system access, required security measures, or alternative work arrangements. All approvals are granted on a case-by-case basis and do not constitute ongoing or future authorization. Please be advised that even with approval, access is not guaranteed. Security protocols in non-US jurisdictions, foreign internet service providers, and local infrastructure may inhibit remote access. Additionally, connectivity may be inconsistent or unreliable; therefore, the Technology Team cannot offer support for international connectivity

issues or troubleshoot external networks. Any additional costs incurred to support international access is the responsibility of the employee.

Team members who travel internationally and access Rocketship systems without the required approvals may be subject to disciplinary action, up to and including termination of employment. Rocketship reserves the right to determine appropriate action based on the circumstances of the violation. Compliance with this policy is required to safeguard organizational data and ensure adherence to applicable security and legal requirements.

School Cancellation, Late Start, and Early Dismissal

Rocketship's School Cancellation, Late Start, and Early Dismissal Policy covers procedures for closing school due to weather conditions and other hazardous conditions; the procedure for notifying families of school closure; work requirements and compensation implications for exempt and nonexempt staff members during school closures; and implications of school closure on the Annual Calendar in each region. The portion of the policy addressing work requirements and compensation implications is excerpted below:

If school is closed for an entire day due to severe weather in the area, neither students nor staff will be expected to come to school unless otherwise notified by the Principal due to a critical need at the site. This includes all teachers, School Leaders, and support staff. Exempt staff members will be expected to work remotely during severe weather closures and will be compensated as usual. Nonexempt staff members who were already scheduled to work during a severe weather closure will be compensated as usual for their scheduled work hours. When practical, a nonexempt staff member's manager may assign them work to complete remotely. All staff members should check with their managers for details on where and how to complete their work during severe weather closures.

If school is closed for a reason other than severe weather (i.e., water damage at Rocketship site), students will not be expected to come to school but staff may be asked to report to work, or to work remotely or at an alternative site. All school staff members should check with their manager for details on where and how to complete their work during non-severe weather closures. Exempt staff members will be compensated as usual, and nonexempt staff members will be compensated for their scheduled work hours or as otherwise required under applicable law.

If school remains open but an employee is unable to safely report to school due to extreme circumstances, the employee's manager has the discretion to approve an employee's request to work remotely or from another location under limited circumstances.

Staff Dress Code

Rocketship believes that employees serve as role models. They should therefore maintain professional standards of dress, grooming and personal hygiene whether they are working onsite or remotely. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress, grooming and personal hygiene.

Rocketship encourages employees, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. The dress at Rocketship is typically business attire and/or business casual. Accordingly, all staff shall adhere to the following standards of dress, grooming and personal hygiene:

EMPLOYEE HANDBOOK

1. Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in dresses or skirts that are no higher than three (3) inches above the knee. Rocketship staff generally may not wear the following: flip-flops, gym shoes, denim, jogging suits. Clothes should fit properly and not be too tight or too baggy.
2. Head coverings, including hats of any kind, except those worn for cultural, religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. Requests for an exception to this policy require prior approval and must be granted by the Human Resources Department.
3. Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are generally not permitted, except on designated casual dress days, customarily on Fridays. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
4. Skirts and dresses should be no higher than three (3) inches above the knee.
5. All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage. For example, midriffs should be covered and tops must have sleeves (cap, short, or long).
6. Clothing or jewelry with logos that depict and/or promote gangs, alcohol, tobacco, sex, violence, drugs, illegal activities, profanity, obscenity or otherwise violate the Policy Prohibiting Harassment, Discrimination or Retaliation are not permitted.
7. Appropriate shoes must be worn at all times. Appropriate shoes are defined as shoes that are closed toed, for safety, and shoes that you can easily stand in for prolonged amounts of time.
8. Employees should exercise good grooming and hygiene habits. Hair styles, facial hair, make-up and fingernails should reflect a clean and professional image. Facial hair should be trimmed and groomed, and nails should be cleaned.
9. Employees are asked to be sensitive to those in the workplace when it comes to fragrances and odors. Individuals may have allergies and sensitivities, therefore please be conservative as you apply fragrances and other body products and in your use of air fresheners, incense or other artificial scent products. This also includes odors left on your body, hair or clothing from smoking or use of tobacco products or off-duty use of lawful cannabis products. You may be asked to discontinue use of a product or use a milder scent or bathe or change into clothes that are not disruptive to the work environment.
10. Body odor, bad breath, and lingering cigarette or marijuana smoke may be offensive or trigger sensitivities for coworkers and do not reflect a professional image to our students and other visitors to Rocketship. Employees should take the necessary precautions to prevent such odors with regular bathing and clothes washing (including outerwear and coats), use of deodorant, and good dental and personal hygiene.

Employees are required to observe these rules and to comply with a supervisor's directions concerning these rules. If an employee's poor hygiene or odor (whether from too much scented products or from smoking or other odors) is an issue, the supervisor should discuss the issue with the employee in private and identify the concerns to be corrected. In the event that an employee disagrees with a supervisor's direction regarding appropriate attire, grooming or hygiene under these rules, the employee is still required to obey the supervisor's direction, until such time that the disagreement is resolved by management or Human Resources.

Violation of these rules is subject to discipline, up to and including termination.

Employees may consult their supervisor or the Human Resources Department if they have questions as to what constitutes appropriate attire, grooming or personal hygiene.

Religious, Medical and Disability Accommodations: Nothing in this policy is intended to prevent employees from wearing a hair or facial hair style that is consistent with their cultural, ethnic or racial heritage or identity. Rocketship will reasonably accommodate exceptions to this personal appearance, grooming and hygiene policy if required due to an employee's sincerely held religious beliefs or practices, medical condition or disability. Employees who need such accommodation should contact their supervisor and/or the Human Resources Department. This policy will be interpreted to comply with applicable local, state or federal laws.

Staff Children at Work

To minimize workplace distraction and health/safety risks, staff members who have children who are not Rocketship students are generally prohibited from bringing their children to school campuses or other Rocketship facilities during the work day. However, Rocketship understands that there may be rare circumstances in which a staff member needs to bring their child(ren) to work.

Staff members may only bring a non-Rocketship child to work if the following conditions are met:

- The child accompanies the staff member on a very short-term basis (i.e., one or two days), not on a regular or ongoing schedule (i.e., every Tuesday, or for a two-week period).
- The child is not afflicted with a contagious illness or condition (i.e., child staying home from their own school with the flu or head lice).
- The child is school-aged.
- The staff member is able to fully perform all of their job duties.
- The staff member notifies the manager and that manager agrees in writing (email is sufficient).
- The child is not causing distraction to Rocketship students or staff members.
- The staff member signs the, Liability Waiver for On-Site Employee Children, a written waiver of liability for any harm caused by or to the child while on the Rocketship premises during the workday.

If a staff member is not able to meet all of the above conditions, the staff member's manager may, on a case-by-case basis, make an exception for that staff member's child to be at work, depending on the specific circumstances. The staff member's manager must first obtain approval from their manager prior to making an exception to any of the above conditions.

Note that in certain cases, older children may be able to be on campus as a Rocketship volunteer. In those cases, the child must follow the requirements and procedures for becoming a Minor Volunteer as set forth in Rocketship's Volunteer Clearance Policy.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. Moreover, employees should work to avoid situations that might create even the appearance of impropriety.

The term "actual or potential conflict of interest" describes any circumstance that would or would appear to cast doubt on an employee's ability to act with total objectivity with regard to

Rocketship's best interests. All employees are expected to avoid any action or involvement which would, or would appear to, in any way compromise their actions on behalf of Rocketship.

Examples of activities that constitute an actual or potential conflict of interest include, but are not limited to, the following:

- For an employee to conduct business on behalf of Rocketship with their family member, domestic or romantic partner, co-resident, or a business organization in which such person has a significant association or interest, which could give rise to an actual or potential or perceived conflict of interest.
- To serve in an advisory, consultative, technical, or managerial capacity for any entity that is not affiliated with Rocketship which does significant work with or performs similar functions as Rocketship. Employees wishing to serve on boards of directors for other charter school networks must first obtain written approval of both their supervisor and the Human Resources Department to ensure there is no conflict of interest.
- Using proprietary or confidential Rocketship information for personal gain or to Rocketship's detriment.
- Using Rocketship property or labor for personal reasons.
- Acquiring any interest in property or assets of any kind for the purpose of selling or leasing it to Rocketship.
- Committing Rocketship to give its financial or other support to any outside activity or organization.

An employee involved in any relationships or situations which would, or would appear to, constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Human Resources Department for a determination about whether a potential or actual conflict exists. Failure to adhere to this guideline, including failure to disclose any conflicts or to seek an exception, may result in discipline, up to and including termination.

The Human Resources Department will immediately and fully disclose the material facts of the actual or potential conflict of interest to the SVP Human Resources, who shall then work with the Rocketship General Counsel and/or the Rocketship Chief Executive Officer and/or other Network Executive Team members as appropriate, to determine next steps.

If it is determined that an actual or potential conflict exists, Rocketship will determine an appropriate plan to mitigate the actual or potential conflict of interest on Rocketship.

Employment of Family; Personal Relationships in the Workplace

There may be occasions when members of the same family, or individuals in a romantic/sexual relationship, or certain platonic living arrangements (e.g., supervisor and staff member reporting to that supervisor), are concurrently employed by Rocketship and/or seeking employment with Rocketship. These situations raise concerns of conflict of interest, favoritism, sexual harassment and the appearance of impropriety.

The Human Resources Department shall have the authority and responsibility for mitigating the impact in the workplace of such relationships. Rocketship reserves the right to take whatever action is necessary in its discretion to address the situation, which may include no hire, reassignment of responsibilities, recusal from decision-making, completion of a Consensual Relationship Acknowledgement or other appropriate measures .

As a general rule, Rocketship will not hire or retain individuals in familial, romantic/sexual, or certain platonic living (e.g., supervisor and staff member reporting to that Supervisor) relationships:

1. Where one would have the authority or practical power to supervise, appoint, remove, or discipline, or determine the compensation of the other.
2. Where one would be responsible for reviewing/evaluating the work of the other.
3. Where other circumstances exist, even if there is no supervisory responsibility, which would place the individuals in a situation of actual or reasonably foreseeable conflict between Rocketship's interest and their own or that would pose difficulties for supervision, security, safety, or morale.

Applicants who are denied employment to a particular position for one of the foregoing reasons may be considered for other vacant positions for which they may be qualified when and if such positions are available.

For purposes of these provisions, "supervisory employee" or "supervisor" means any employee, regardless of job description or title, having authority in the interest of Rocketship to hire, transfer, suspend, promote, discharge, assign, reward or discipline other employees using independent judgment.

An applicant for a position with Rocketship must disclose any relationship to the Human Resources Department and the position's Hiring Manager upon submitting an application. If two (2) or more employees have (or develop) a familial relationship as described above, it is the responsibility of both employees to promptly disclose this relationship to the Human Resources Department.

Employees who violate this policy, including the reporting requirement, will be subject to disciplinary action up to and including termination of employment.

Familial Relationships

Individuals who are related in the following manner are considered to have a familial relationship for the purposes of this policy: spouse, domestic partner, child, stepchild, foster child or ward, parent, stepparent, foster parent or guardian, grandparent or grandchild, brother or sister, uncle or aunt, cousins, nephew or niece, or in-laws including father, mother, daughter, son, brother or sister.

An applicant for a position with Rocketship must disclose a familial relationship to the Human Resources Department and the position's Hiring Manager upon submitting an application. If two (2) or more employees have (or develop) a familial relationship as described above, it is the responsibility of the employees to promptly disclose this relationship to the Human Resources Department.

Romantic and/or Sexual Relationships

This section of the policy addresses consensual romantic and/or sexual relationships between employees or involving employees and current parents.

Employees in romantic and/or sexual relationships are not permitted to be in the chain of supervision of one another. If such a relationship arises between a supervisor and an employee,

the supervisor is required to disclose the relationship to the Human Resources Department so that a change in reporting structure of the individuals involved or transfer of location within Rocketship can occur. Under no circumstance may the supervisor participate in activities or decisions that may reward or disadvantage the employee or employees with whom they are involved, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments or discipline.

Similarly, and to ensure Rocketship is able to effectively manage all employee interactions in the workplace, employees who enter into romantic and/or sexual relationships with co-workers who are not their supervisor are also required to disclose the relationship to the Human Resources Department.

Relationships between employees and parents of current students raise conflict of interest issues, and should be avoided. Among other things, such relationships may raise serious concerns about unfair treatment or favoritism towards students. Employees must disclose any romantic and/or sexual relationships with parents of current students to the Human Resources Department and the employee's manager. All pertinent facts will be reviewed and documented. The Human Rights Department will determine whether a conflict exists. Depending on the nature of the conflict, appropriate measures will be taken to mitigate the related impact. Even if Rocketship waives a potential conflict of interest, any disruption to the educational environment will result in termination. Failure to disclose a romantic and/or sexual relationship with a parent will result in discipline up to and including termination of employment.

Platonic Living Relationships

Where possible, employees in the chain of supervision of one another should not cohabitate. While Rocketship recognizes that co-workers may choose to cohabitate, this arrangement must not compromise the chain of supervision or workplace integrity.

If such a situation arises, it is the responsibility of all involved employees to disclose this situation to the Human Resources Department and the supervisory employee's management. Rocketship will work closely with the supervisor and supervisory employee's management to determine the appropriate action in this case. Under no circumstances may the supervisor participate in activities or decisions that may reward or disadvantage the employee or employees with whom they live, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments or discipline.

Failure to comply with this policy, including its disclosure obligations, will result in discipline, including immediate termination.

Confidential Information

Student Information

All employees must comply with all student confidentiality obligations under the Family Educational Rights and Privacy Act (FERPA), any applicable state student records laws, and as otherwise provided by Rocketship policies. All information relating to students, personal information, schools attended, addresses, contact numbers, academic progress, disciplinary files, and other student records and information are confidential in nature, and may not be shared with or distributed to unauthorized parties. Likewise, all records concerning students' special education services are also protected by FERPA and shall be kept strictly confidential and

maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including termination.

Employee Information

Rocketship's policy is to safeguard personal employee information, (e.g., personnel files, personal health information, leave of absence files, social security numbers, etc.), in its possession to ensure confidentiality of such private information. Rocketship will cooperate with and provide access to personnel records when required by law or when we determine that disclosure is necessary, permissible, and in the best interest of Rocketship, our students and/or our employees. Employees who wish to inspect their personnel records may do so as is permitted by state law applicable to your work location.

Nothing in this Handbook prohibits an employee from communicating with any governmental authority or making a report in good faith and with a reasonable belief of any violations of law or regulation to a governmental authority, or disclosing information which the employee acquired through lawful means in the course of employment to a governmental authority in connection with any communication or report, or from filing, testifying or participating in a legal proceeding relating to any violations, including making other disclosures protected or required by any whistleblower law or regulation to the Department of Labor, or any other appropriate government authority.

Rocketship Official Media Accounts

All public-facing accounts that represent Rocketship are managed and maintained by the Rocketship Marketing and Communications Department. Input and contributions from all Rocketship employees are encouraged. To ensure that Rocketship communicates with the media in a consistent, timely and professional manner about matters related to Rocketship, employees should notify the Rocketship Marketing and Communications Department that they have been contacted by the media whenever they are asked to speak on behalf of Rocketship so that Rocketship knows that a media inquiry has been made. **Do not respond to media inquiries on Rocketship's behalf without prior written authorization of the Rocketship Marketing and Communications Department.** This rule does not prevent employees from speaking with the media, but without authorization to do so, an employee must make clear that they are not speaking on behalf of Rocketship.

Rocketship employees should not set up websites, blogs, or social media pages or identities that appear to officially represent Rocketship as an organization or any of its schools. Note that school campuses are only allowed to create and maintain school social media sites in accordance with Rocketship's School Social Media Policy, below.

When students enroll in Rocketship, their parents/guardian submits a signed media release that indicates whether or not they permit Rocketship to use photos of their children in official public materials. To help the Rocketship Marketing and Communications Department ensure that photographs used by Rocketship depict only students with signed, affirmative media releases, employees are asked to identify the students in photos they submit to the Rocketship Marketing and Communications team for publication.

Social Media

Rocketship respects the rights of its employees and understands that employees' non-work hours are their own. Rocketship also acknowledges the value of social media as a powerful tool to

communicate about the organization and to advocate for Rocketship's mission. However, employees should be mindful that their social media activity, even if done off premises and while off-duty could impact the workplace, and some readers may mistakenly view an employee as a spokesperson for Rocketship. With that in mind, Rocketship has adopted this social media policy to clarify the expectations and regulations employees should be aware of when using social media.

For purposes of this Policy, "social media activity" includes all types of posts and other communications on the internet, including but not limited to, posts on social networking sites, such as Facebook and LinkedIn; blogs and other on-line journals and diaries; bulletin boards and chat rooms; microblogging, such as X (formerly Twitter); and posts of photographs, video or audio on media-sharing sites, such as YouTube, Snapchat, Instagram, TikTok, or Flickr. "Social media activity" also includes permitting, or failing to remove, posts by others where the employee can control the content of posts, such as on a personal page or blog.

Employee Behavior

Rocketship employees should exercise discretion when using social media sites.

Expectations and regulations around employee behavior – including those covered in the Rocketship Standards of Conduct, Rocketship Policy Prohibiting Harassment, Discrimination, and Retaliation, Rocketship Staff/Student Interaction policies, or any other Rocketship policy or procedure – apply also to an employee's online and social media behavior. In addition, employees should be mindful that their activities online can reflect negatively on the organization as a whole.

Specifically, Rocketship employees should all be aware of the following guidelines when using social media:

- Rocketship strongly encourages all employees to carefully review the privacy settings on their personal social media and networking sites. What you believe is private in the digital world is often easily searchable and shareable, and has a real possibility of becoming public even without one's knowledge or consent.
- If social media postings on behalf of Rocketship are part of your job, your use of social media is subject to the specific terms, conditions and restrictions established by Rocketship and by law, including respecting copyrights, trademarks and privacy rights of students and others, and complying with all laws and regulations governing the posting of social media content such as the Federal Trade Commission's requirements for posting "promotional content."
- Rocketship owns all postings or other social media communication that you create as an approved part of your job, such as blogs, tweets, and LinkedIn posts, as well as all Rocketship social media accounts. Employees have no expectation of privacy when making social media postings on behalf of Rocketship or while using Rocketship's systems or accounts.
- Employees may not participate in personal social media account postings during working hours or by using Rocketship's systems. This does not apply if social media postings on behalf of Rocketship are part of your job.
- When posting about Rocketship on personal social media sites, employees should make clear that they are not representing Rocketship. To do so, we request that employees include a phrase such as "views are my own and do not represent my employer" on their social media websites or blogs.
- Do not "friend," "follow," or otherwise create a digital relationship with a student. If a

Rocketship elementary school student has an account on social media such as Facebook, Instagram or TikTok, they are most likely breaking the terms of service for that website, which generally prohibit accounts for minors under the age of 13.

- Do not post pictures/video of or identifiable information about a Rocketship student on a personal social media site unless (1) the student is related to you, or (2) you obtain explicit written permission from the child's parent/guardian to post this content. (Note: the Rocketship Media Release form does not cover posting images of students on Rocketship employees' personal social media accounts; separate written permission must be obtained for such usage.)
- Employees must not share any personal, disciplinary, academic, health-related, or any other confidential information about any student on a social media website. Student information is safeguarded by FERPA. (See also: Rocketship Pupil Records Notice, Rocketship Discipline Policy).

Any violations of this Social Media policy are subject to disciplinary action, including immediate termination.

Responsibility for School Equipment

Rocketship may issue employees certain equipment to assist in the performance of their job duties. Employees must keep this equipment accounted for, in working order/repair, and take all reasonable precautions to prevent loss or damage to such School equipment. Employees will be held financially responsible for the replacement cost of any item that is lost or damaged as a result of their gross negligence, willful misconduct, or dishonesty, or simply not returned, to the fullest extent permitted by applicable state law. Failure to comply with this policy may also result in disciplinary action, up to and including termination from employment.

Asset Replacement

Rocketship is not responsible and cannot be held liable for any personal property that is lost or stolen on school grounds. This policy applies to staff, students, families, and other visitors on campus or in School offices.

Technology and Cybersecurity Use Policy

Rocketship's Technology Products

To better serve families and students and provide employees with the best tools to do their jobs, Rocketship provides to employees access to one or more forms of electronic media and services; including, without limitation, computers, email, internal electronic bulletin boards, and wireless broadband services for the Internet and/or an Intranet, related hardware and software, and all of the system's contents (the Products).

Rocketship encourages the use of the Products because they can make communication more efficient and effective and because they are valuable sources of information about funders, vendors, technology, and education services. However, all Employees should remember that products provided by Rocketship are Rocketship property and their purpose is to facilitate and support Rocketship's operations. All Products are subject to access and review by Rocketship at its discretion, and employees should have no expectation of privacy concerning their use of the Products. All employees have the responsibility to use the Products in a professional, ethical, and lawful manner.

To ensure that all employees act responsibly, this Technology and Cybersecurity Use Policy has been established to regulate use of the Products. The Policy is not intended to cover every possible situation. Instead, it is designed to express Rocketship's philosophy and set forth general principles when using the Products.

Rocketship has established clear guidelines and requirements for the secure use of mobile devices to access School data, systems, and networks. This policy aims to ensure the security and confidentiality of student, employee and school information, safeguard school assets, and ensure compliance with relevant federal, state and local laws, regulations, and industry standards.

Personal Use

The Products are primarily for business use to assist employees in the performance of their jobs. Limited and occasional, or incidental use of the Products for personal/nonbusiness purposes is understandable and acceptable, but all such use must be done in a manner that does not negatively affect the Products' use for their business purposes. However, employees are expected to demonstrate a sense of responsibility and not abuse this privilege.

Access to Employee Communications

- Rocketship may, at its sole discretion, monitor Employee communications directly for any lawful purpose and in accordance with applicable law, and will routinely do so for the following purposes:
 - Optimum technical management of Rocketship's information resources.
 - Detecting patterns of use that indicate employees are violating Rocketship policies or engaging in illegal activities.

Employees should not assume that any electronic communications made using Rocketship Products are private. Accordingly, if they have sensitive personal information to transmit, they are advised to use other means.

Rocketship reserves the right to inspect any and all files, data, or information stored on the Rocketship network, electronic systems or on individual Rocketship-owned computers or other electronic storage media in order to ensure compliance with Rocketship policies and applicable law, for purposes of legal proceedings, to investigate misconduct, to locate information, or for any other business purpose. Further, subject to applicable legal requirements, Rocketship has the right to inspect and provide any such files, data, or information to third parties and/or federal, state or local authorities for purposes of complying with any federal, state or local laws, and for purposes of responding to subpoenas and/or if legally required to do so by judicial or governmental order or in a judicial or governmental proceeding.

No employee may access another employee's computer, computer files, or electronic mail messages without prior authorization from the employee, or Rocketship's Chief Legal Officer and VP of Technology.

Employees should not use personal email accounts for Rocketship-related communications. Such communications should only take place via the employee's Rocketship email account. By using a personal email account to conduct Rocketship business, employees consent to providing access to Rocketship for legitimate business purposes, such as to investigate allegations of policy violations or to implement a litigation hold. Rocketship will, in its discretion, ask for access to your

personal email account so that Rocketship may inspect those communications for these or other legitimate business purposes. Upon request, an employee must provide their password.

Hardware and Software Requirements

- **Device Compatibility:** All devices must meet the minimum hardware and software requirements established by Rocketship's IT department. These requirements include, but are not limited to, specifications for operating systems, memory, storage, and processing power.
- **Operating Systems and Updates:** All devices must run approved operating systems and have the latest security patches and updates installed. Users are responsible for installing updates promptly. Failure to do so may result in restricted access to School systems.
- **Authorized Software:** Only Rocketship-approved software may be installed on Rocketship-owned devices. No unauthorized software is permitted. BYOD users must ensure that their devices are free of malware and other security threats and must install School-approved security software as required.
- **Single Sign On:** Rocketship utilizes OKTA SSO for both authentication and identity provisioning.
- **Device Encryption:** Full-disk encryption must be enabled on all devices to protect data in case of loss or theft. This includes, but is not limited to, School-owned and BYOD devices.
- **Password Protection:** Strong passwords or passphrases must be used to protect all devices and accounts from unauthorized access. Passwords must meet School complexity requirements and must be changed regularly. Biometric authentication may be used in conjunction with passwords where available, but does not replace the password requirement.
- **VPN:** While RSED is committed to providing secure and reliable network access for all work-related activities, we must maintain strict control over our network infrastructure to ensure data security and regulatory compliance. The unauthorized use of Virtual Private Network (VPN) software introduces significant security risks and compromises the integrity of the RSED network environment. Therefore, the installation or use of any third-party VPN application is strictly prohibited on RSED-owned laptops. This prohibition extends to the use of any VPN technology while on RSED property, including school and administrative facilities, to protect our sensitive data.
- Employees should contact the system administrator if they have any IT questions. Requests for assistance or questions should be sent to the IT ticketing system.

Security/Appropriate Use

- Employees must respect the confidentiality of other individuals' electronic communications. Except in cases in which explicit authorization has been granted by Rocketship management, employees are prohibited from engaging in, or attempting to engage in:
 - Monitoring or intercepting the files or electronic communications of other employees or third parties;
 - Hacking or obtaining access to systems or accounts they are not authorized to use;
 - Use of other people's log-ins or passwords; or,
 - Breaching, testing, or monitoring computer or network security measures.

No email or other electronic communications can be sent that attempt to hide the identity of the sender or represent the sender as someone else.

Electronic media and services are not to be used in a manner that is likely to cause network congestion or significantly hamper the ability of other people to access and use the system (e.g., downloading large video files).

Artificial Intelligence (AI) Acceptable Use Policy

While Rocketship recognizes the emerging benefits of properly utilizing Artificial Intelligence (AI) and machine learning (ML) tools, and large language models (LLMs) to assist with various work-related projects, Rocketship must prioritize and balance school, employee and student privacy, security and confidentiality obligations, as well as student and family expectations and requirements and our responsibilities as professional educators to set an example for our students, when using such tools.

Because the degree of risk inherent in using AI/ML/LLM tools varies based on the type of work performed and the type of AI/ML/LLM tool used, Rocketship has adopted the following protocols to guide use of such resources.

The Rocketship AI Champion Working Group

The Rocketship AI Champion Working Group is responsible for:

- Reviewing and approving AI/ML/LLM tools and approved uses of such tools
- Maintaining the list of approved AI tools and permitted uses
- Revoking approval of tools or use cases when appropriate
- Receiving and addressing questions, concerns, or reported issues related to AI use

Approved AI/ML/LLM Tools

Only AI/ML/LLM tools that have been reviewed and approved by the Rocketship AI Champion Working Group may be used for work-related purposes. Limited use of Rocketship-approved generative AI/ML/LLM tools will be allowed while performing work for Rocketship, provided such tools are only used for approved purposes and consistent with all other Rocketship policies. From time to time, the Rocketship AI Champion Working Group may publish a list of approved AI/ML/LLM tools. Employees may not use personal or non-Rocketship licensed versions of any AI/ML/LLM tools for Rocketship work.

The Rocketship AI Champion Working Group has vetted and approved the following LLMs for use by Rocketship staff: Only Rocketship licensed versions of Gemini, ChatGPT, and Claude. Employees may not use personal or non-Rocketship licensed versions of any AI/ML/LLMs for Rocketship work.

The lists of approved AI tools and use cases will be reviewed at least annually. Rocketship expressly reserves the right to change, modify, or delete the technologies in this list without prior notice. Staff may contact the Rocketship AI Champion Working Group to confirm the full list of available tools, which may have been updated since this policy's enactment.

Approval Process for AI/ML/LLM Tool Use

Rocketship staff may also request consideration and approval of additional AI tools. All requests to procure, develop, access, or use new AI/ML/LLM tools must be submitted to the Rocketship AI Champion Working Group for review and approval prior to procurement and use.

Step 1: Employees wishing to use generative AI/ML/LLM tools must inform their [manager/director/etc.] in writing how the AI/ML/LLM tools will be used. Managers must approve or deny requests in writing prior to the employee's use of the AI/ML/LLM tool and may do so after consideration of Rocketship policies, legal requirements or other business or educational reasons. Managers do not have final authority to approve AI/ML/LLM tools or use cases independently; all final approvals must be granted by the Rocketship AI Champion Working Group.

Step 2: Following manager review and approval, all requests to procure, develop, access, or use any AI/ML/LLM tool, or any new use must be submitted to the Rocketship AI Champion Working Group for final review and approval prior to use. Approval will depend on the specific situation and on the work being performed.

Use of Rocketship-Approved AI Tools

School email addresses, credentials or phone numbers can be used to create an account with these technologies, with the pre-approval of the Rocketship AI Champion Working Group.

No Rocketship school data or confidential information, or student or employee information of any kind may be submitted (copied, typed, etc.) into these platforms.

All AI-generated content must be reviewed for accuracy before relying on it for work purposes. If a reliable source cannot be found to verify factual information generated by the AI/ML/LLM tool, that information cannot be used for work purposes.

A few examples of acceptable uses may include:

- For general-knowledge questions meant to enhance your understanding on a work-related topic.
- Use of prompts in the public domain or which do not include non-public information such as "articles about ____".
- To brainstorm ideas related to projects you are working on.
- To create formulas for Excel spreadsheets or similar programs.
- To develop or debug code, to be verified before deployment.
- To draft an email or letter.
- To summarize online research or to create outlines for content projects to assist in full coverage of a topic. Only content written by employees may be included in a final product.

In general, and unless in conflict with applicable law, examples of unacceptable uses of AI/ML/LLM tools and prohibited conduct include:

- Using any unapproved AI/ML/LLM tools and/or unauthorized LLM for Rocketship work.
- Using any directly copied text created by an AI/ML/LLM tool in final work products of any kind without thoughtful and thorough review, verification, testing and discernment to ensure the final work product is of high quality and original text.
- Copying and pasting, typing, or in any way submitting Rocketship confidential information, and/or student and/or employee content, data or personal information of any kind into the AI/ML/LLM tool.
- Failing to properly cite an AI/ML/LLM tool when used as a resource.

- Using AI/ML/LLM tools, without express and properly recorded consent of all parties, to record images, video, audio, conversations, meetings and/or create notes of interactions, conversations, or meetings.
- Certain limited, on-line platform Rocketship meetings may be recorded if Rocketship protocols are met. In such case, in order to record on-line platform meetings using AI/ML/LLM tools (e.g., Zoom, Google Meet, etc.), Employees must first provide advance, full disclosure of the intended recording/note-taking to all involved parties, and obtain consent to the use of the AI/ML/LLM tool from all participants in the conversation/meeting (e.g., via the Zoom “this meeting is recorded” sign-on acknowledgment feature).
- Using AI/ML/LLM personal technology tools such as Smart Glasses (e.g., Meta Glasses), Smart Phones, AI-powered hardware devices (e.g. Pocket, etc.) or any other AI-powered tech tool to record students, other staff members, third parties, conversations, or meetings.

Employees having any uncertainty about whether certain information is appropriate to input into or for use of an AI/ML/LLM tool, should default to not using such information in the prompt and to not using the AI/ML/LLM tool under the circumstances. Ask yourself: would everyone in the room consent to disclosure of this information? Would a student’s parents consider this information confidential or sensitive? Each employee is ultimately responsible for anything that they share or disclose through use of an AI/ML/LLM tool.

Any violation of this policy may result in disciplinary action, up to and including termination of employment.

Electronic Recording Policy

Rocketship strictly limits the use of electronic recording on its campuses and at Rocketship-sponsored events. Rocketship utilizes fixed security cameras on school campuses for safety, security, and operational purposes, including the protection of students, staff, and visitors and the investigation of safety incidents. Electronic surveillance conducted by Rocketship, including audio recording, visual recording, or both, may be used only where deemed necessary for these purposes. Audio or visual recording (e.g., Using Smart Phones, AI glasses, etc.) for any other purpose is prohibited to the fullest extent permitted by law.

Prohibited Electronic Recording

In accordance with applicable federal and state laws, Rocketship does not record and does not consent to the recording of private oral communications occurring in locations where individuals have a reasonable expectation of privacy. Rocketship will not install surveillance devices in areas where there is a reasonable expectation of privacy, including but not limited to restrooms.

With the limited exception of authorized recordings openly taken during the course of a student Individualized Education Program (IEP) Meeting, employees are strictly prohibited from creating, initiating, or using any hidden or unauthorized audio or video recording equipment in any Rocketship classroom, office, campus location, virtual meeting or Rocketship-sponsored off-site meeting space. This prohibition applies regardless of purpose and includes the recording of meetings, conversations, or interactions without express authorization and required legal consent.

In addition, employees must comply with Rocketship's Artificial Intelligence (AI) Acceptable Use Policy before using any AI-enabled technology that has the capability or is used with the intent to record, transcribe, analyze, summarize, or generate content from meetings or interactions during any Rocketship meeting, school event, or function, whether conducted in person or virtually.

Except during designated school events open to the Rocketship community, such as school performances, graduations, or similar events, employees, parents, and visitors are expected to refrain from taking photographs or making audio or video recordings of students or staff without prior written consent from the student's parent or guardian. If an image or recording of a student is captured, individuals are strongly discouraged from posting such content on personal social media accounts. Unauthorized recording or distribution could violate federal or state privacy laws. Employees authorized to post content to official Rocketship social media accounts must do so in compliance with Rocketship Social Media Policy.

Legal Exceptions and Protected Rights

Nothing in this policy is intended to restrict or prohibit recording that is expressly permitted or required by law in elementary school settings. This includes, but is not limited to, the lawful recording of Individualized Education Program (IEP) meetings, recordings made as a reasonable accommodation for an individual with a disability, recordings required by court order, or recordings otherwise mandated by applicable law or regulation.

For any recording created or maintained by Rocketship that is subject to the Family Educational Rights and Privacy Act (FERPA), parents or guardians may retain certain rights to inspect and review such recordings, and challenge the content through applicable hearing procedures.

Notification

Rocketship provides notice on school campuses where fixed security cameras or other electronic surveillance equipment are in use. Visitors with questions or concerns regarding electronic surveillance should be instructed to contact Rocketship's Business Operations Manager for their school.

Personal Business

Rocketship's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail and deliveries directed to their home address and limit personal telephone calls to an absolute minimum. Employees may not use Rocketship materials, time or equipment for personal projects.

Solicitation and Distribution

Rocketship seeks to create a work environment free of unnecessary disruptions so that employees can focus on their responsibilities to students. Solicitation, circulation and distribution of materials by non-employees are prohibited on Rocketship property at any time.

Any requests from outside persons or organizations to sell merchandise, solicit contributions, distribute literature, arrange displays or use Rocketship facilities should be referred to the Human Resources Department for enforcement of this policy.

SAFETY

Health and Safety

Rocketship is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with Rocketship's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Human Resources Department any potential health or safety hazards, and all injuries or accidents.

In the event of a crisis, pandemic or natural disaster significantly affecting the health and safety of staff and students, Rocketship will issue supplemental policies and guidelines that staff will be expected to follow to ensure a safe work environment.

Security Protocols

Rocketship has developed guidelines to help maintain a secure workplace.

- Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas.
- Report any suspicious persons or activities to the Principal and/or Office Manager immediately.
- Employee desks or offices should be secured at the end of the day. When an employee is called away from their work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible.
- The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Principal when keys are missing or if security access codes or passes have been breached.

Identification Badge Requirements

All Rocketship Network Support employees must wear their Rocketship identification badge when visiting School campuses within the organization.

If an identification badge is lost or stolen, employees must obtain a replacement immediately. Lost or stolen cards must be reported to the Human Resources Department immediately. Failure to wear an identification badge or excessive loss or damage to identification badges can lead to disciplinary action.

Upon termination, employees will be required to return identification badges to the Human Resources Department.

Campus Access Restrictions

All visitors, including those invited by employees, are required to enter any school facility through the main entrance and sign in or report to the main office. All visitors to the school are required to sign in via our visitor management system, VisitU, either with their application or identification card. Authorized visitors will receive directions or be escorted to their destination. Employees

who observe an unauthorized individual on Rocketship premises should immediately direct them to the building office or contact the administrator in charge.

Employees whose employment has been involuntarily terminated and are not a parent are prohibited from accessing any area of any Rocketship campus. Any former employee who is also a parent of a current Rocketship student shall have their access limited consistent with access afforded to other parents and family visitors. Violations of this policy, including causing disruption on any Rocketship campus, shall be reported to law enforcement as applicable.

Occupational Safety

Rocketship is committed to the safety of its students, families, employees, vendors, contractors, and the public, and to providing a clear safety goal for management. To promote the concept of a safe workplace, Rocketship maintains Violence, Injury and Illness Prevention Programs.

The prevention of accidents is the responsibility of every Rocketship supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures.

Rocketship provides various forms of professional development and training to its employees. Rocketship will provide appropriate safety training to employees as required by applicable laws and regulations. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of Rocketship that accident prevention shall be considered of primary importance in all phases of operation and administration. Rocketship's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce Rocketship safety and health rules, practices and procedures could result in disciplinary action up to and including termination of employment.

Accident/Incident Reporting

If an accident or injury should occur on the job, employees must immediately notify their manager and/or the Human Resources Department no matter how minor the incident may seem. Any manager who receives such notice shall immediately notify the Human Resources Department to ensure that proper notifications are made. Such notification will enable Rocketship to obtain the necessary emergency medical attention for the injured employee and also assist Rocketship to begin processing paperwork necessary to comply with workers' compensation laws and preserve any right an employee may have to workers' compensation benefits. Also, if any Rocketship property (e.g., equipment) is involved in the incident, employees must include reference to the Rocketship property in their report and retain that property for inspection by insurance carriers and/or investigators. Failure to immediately report workplace injuries and/or accidents may result in disciplinary action, up to and including termination of employment.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. All employees should know the local emergency numbers such as 911. In addition, when possible and safe, employees should report any emergency by calling management.

Substance Abuse

Rocketship is committed to promoting safety and employee health in the workplace and to creating a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees can adversely affect the workplace health, safety, and productivity and can damage public confidence and trust in Rocketship.

To further its interest in avoiding accidents, to promote and maintain safe and efficient working conditions for its employees, and to protect its students, schools, property, equipment, and operations, Rocketship has established this policy concerning the use of alcohol and drugs. As a condition of continued employment with Rocketship, each employee must abide by this policy.

Definitions

For purposes of this policy:

- “Illegal drugs or other controlled substances” mean any drug or substance that (a) is not legally obtainable; (b) is legally obtainable but has not been legally obtained; or (c) has been legally obtained but is being sold or distributed unlawfully. “Legal drug” means any drug, including any prescription drug or over-the-counter drug, that has been legally obtained and that is not unlawfully sold or distributed.
- “Abuse of any legal drug” means the use of any legal drug (a) for any purpose other than the purpose for which it was prescribed or manufactured; (b) in a quantity, frequency, or manner that is contrary to the instructions or recommendations of the prescribing physician or manufacturer; or (c) by a person other than the person for whom it was prescribed.
- “Possession” means that an employee has the substance on their person or otherwise under their control.
- “Reasonable suspicion” includes a suspicion that is based on specific personal observations such as an employee's manner, disposition, muscular movement, appearance, behavior, speech or breath odor; a pattern of abnormal behavior; information provided to the Human Resources Department, the Principal or a supervisor by an employee, by law enforcement officials, by a security service, or by other persons believed to be reliable and credible or independently corroborate; or a suspicion that is based on other surrounding circumstances. Although reasonable suspicion testing does not require certainty, mere “hunches” are not sufficient.

Prohibited Conduct

The prohibitions of this section apply whenever the interests of Rocketship may be adversely affected, including any time an employee is:

- On Rocketship premises, except in accordance with Rocketship’ Alcohol on Campus Policy.
- Conducting or performing Rocketship business, regardless of location.
- Operating or responsible for the operation, custody, or care of Rocketship equipment or other property.
- Responsible for the safety of others in connection with, or while performing, Rocketship-related business.

Alcohol: The following acts are prohibited and will subject an employee to discipline, up to and including immediate discharge:

- The unauthorized use, possession, purchase, sale, manufacture, distribution, transportation, or dispensation of any beverage or medicine containing alcohol.
- Being under the influence of alcohol while engaged in work for Rocketship or on Rocketship premises.

Illegal Drugs: The following acts are prohibited and will subject an employee to discipline, up to and including immediate discharge:

- The use, possession, purchase, attempted purchase, sale, attempted sale, conveyance, manufacture, distribution, transportation, transfer, cultivation or dispensation of any illegal drug or other controlled substance, including marijuana.
- Being under the influence of any illegal drug or other controlled substance, including marijuana.

Prescription Drugs: This policy prohibits:

- Not following the dosing directions of a legal drug.
- The use, purchase, sale, manufacture, distribution, transportation, dispensation, or possession of any legal prescription drug in a manner inconsistent with law and/or Rocketship policies.
- Working while impaired by the use of a legal drug whenever such impairment might endanger the safety of the employee or some other person, pose a risk of significant damage to Rocketship property or equipment; or substantially interfere with the employee's job performance or the efficient operation of the Rocketship' business or equipment.

Nothing in this policy is intended to prohibit the customary and ordinary purchase, sale, use, possession, or dispensation of over-the-counter drugs or other substances, so long as those drugs or other substances are used in accordance with the dosing instructions and that activity does not violate any law or result in an employee being impaired by the use of such drugs or substances in violation of this policy.

Drug Free Awareness Program

Rocketship has established a Drug-Free Awareness Program that is designed to inform employees about the dangers of drug abuse in the workplace and to help ensure that employees are familiar with this policy and with the disciplinary actions that can result from a violation of this policy. From time to time, employees will be requested to attend one of the sessions of the Drug-Free Awareness Program. During each such session, employees will be given current information about available programs offering counseling and rehabilitation.

Managers and supervisors should be attentive to the performance and conduct of those who work with them and should not permit an employee to work in an impaired condition or to otherwise engage in conduct that violates this policy. When management has reasonable suspicion to believe that an employee or employees are working in violation of this policy, prompt action will be taken.

Drug Testing

- Reasonable Suspicion Testing: If Rocketship has reasonable suspicion that the employee is working in an impaired condition or otherwise engaging in conduct that violates this policy, the Principal or the Human Resources Department will gather all information, facts, and circumstances leading to the reasonable suspicion. The Principal or the Human Resources Department will promptly prepare a written report of the circumstances which formed the basis to warrant drug testing. The report should include the appropriate dates and times of reported drug-related instances, reliable/credible sources of information, rationale leading to the test, and the action taken. The employee will be asked about any observed behavior and offered an opportunity to give an explanation. If the employee is unable to credibly or adequately explain the behavior, they may be asked to take a drug test in accordance with the procedures outlined below or as otherwise required under applicable law. If the employee refuses to cooperate with the administration of the drug test, the refusal will be handled in the same manner as a positive test result where permissible under applicable law.
- Accident or Unsafe Practice Testing: Rocketship is committed to providing a safe work environment. It also has a legitimate interest in determining the cause of serious accidents so that it can undertake appropriate corrective measures. Post-accident drug testing can provide invaluable information in furtherance of that interest. Accordingly, employees may be subject to testing when, based upon the circumstances of the accident, their actions are reasonably suspected of having caused or contributed to an accident that meets the following criteria:
 - The accident results in a death or personal injury requiring hospitalization; or
 - The accident results in damage to property estimated to be in excess of \$10,000.
- If an employee is suspected of having caused or contributed to an accident meeting the above criteria, the supervisor will present the facts leading to this suspicion to the Principal or the Human Resources Department for approval. Once approval has been obtained and arrangements made for testing, the supervisor will prepare a written report detailing the facts and circumstances that warranted the testing.
- Procedures for Drug Testing: Rocketship will refer the applicant or employee to an independent, National Institute on Drug Abuse (NIDA)-certified medical clinic or laboratory, which will administer the test. Rocketship will pay the cost of the test and reasonable transportation costs to the testing facility. The employee will have the opportunity to alert the clinic or laboratory personnel (including a medical review officer) to any prescription or non-prescription drugs that they have taken that may affect the outcome of the test. All drug testing will be performed by urinalysis and according to all applicable laws. The clinic or laboratory will inform Rocketship as to whether the applicant passed or failed the drug test. If an employee fails the test, they will be considered to be in violation of this policy and will be subject to discipline including immediate termination of employment to the extent permitted by applicable laws.
- Acknowledgment and Consent: Any employee subject to testing under this policy will be asked to sign a form acknowledging the procedures governing testing, and consenting to (1) the collection of a urine sample for the purpose of determining the presence of alcohol or drugs, and (2) the release to Rocketship of medical information regarding the test results. Refusal to sign the agreement and consent form, refusal to submit to the drug test or providing a sample that is deemed by the testing clinic to be substituted, tampered with or adulterated, will result in the revocation of an applicant's job offer, or will subject a current employee to discipline up to and including termination of employment where permissible under applicable law.

- **Confidentiality:** All drug testing-records will be treated as confidential.
- **Cooperation:** Employees are expected to cooperate with Rocketship's investigation of possible violations of this policy. To the extent permissible under applicable law, refusal to cooperate with an investigation under this policy will result in disciplinary action, up to and including termination of employment.
- **Counseling and Rehabilitation:** Employees who voluntarily seek help for drug or alcohol abuse (self-referral) by contacting the Human Resources Department will be provided an opportunity to pursue counseling and rehabilitation. Rocketship will make available to these employees information about counseling and rehabilitation services. An employee who is receiving counseling and/or treatment for drug or alcohol abuse may use available PTO, sick leave, or, if eligible, family and medical leave. Health insurance often covers the costs of such services, but costs not covered must be paid by the employee. The employee cannot return to work until released by a treatment provider to do so, and upon receiving a negative result on a return-to-work drug and/or alcohol test (as appropriate for that individual). In addition, the employee may be asked to submit to follow-up testing for a period following the return to work.
- An employee's decision to seek help voluntarily will not be used as a basis for disciplinary action, although the individual may be reassigned, given work restrictions or placed on leave, as appropriate. A request for help is considered voluntary only if it is made before the employee is asked to submit to any drug or alcohol test or is discovered to have otherwise violated this policy.
- **Inspections:** Rocketship reserves the right to inspect and/or search an employee and the employee's possessions while on School premises, if there is a reason to believe that Illegal Drugs or Alcohol may be present. This includes an employee's work area, desk, locker, personal possessions and vehicle, and any items contained therein.

Any violation of this policy may result in disciplinary action, up to and including immediate termination of employment (or not being hired, in the case of applicants). To the extent that an individual engages in unlawful conduct on Rocketship premises, Rocketship may contact appropriate law enforcement and the person may be subject to criminal prosecution.

Alcohol on Campus

Rocketship strictly prohibits alcohol on school campuses at all times during the instructional school year. This includes times when students are not on campus (i.e., evenings, weekends, or holidays). Alcohol is not to be stored in staff rooms on campus at any time.

However, Rocketship recognizes that schools may encounter rare and limited situations in which it would be appropriate to consume limited amounts of alcohol on campus as part of a Rocketship sponsored social event (i.e., development events with community partners). In such cases, alcohol may be permitted on campus in very limited circumstances outside of the instructional school year (i.e., during summer break or before a new campus opens to students), provided that the following circumstances are met:

- Both the Principal and the Human Resources Department provide advance written approval of the event and the list of attendees.
- All alcohol is removed from the campus following the event.
- All staff members act responsibly and professionally and abide by all applicable school and network conduct policies and rules.

If an employee wishes to give another employee alcohol as a gift (i.e., before the holidays or a birthday) during the instructional school year, the exchange must take place off-campus. The Human Resources Department must be promptly notified of any violations of this policy. Rocketship reserves the right to prohibit any School campus from permitting the consumption of alcohol under any circumstances if an employee is found to have violated this policy or otherwise engaged in conduct that would be deemed inappropriate by a reasonable person in light of the circumstances.

Off-Campus Event Alcohol Consumption Policy at Rocketship Sponsored Events

In certain limited circumstances, Rocketship may permit employees to consume alcoholic beverages at certain specified employer-sponsored, off-campus events, provided such consumption is lawful, limited, and conducted responsibly. Alcohol service at these events will be limited through the use of drink tickets or other controlled distribution methods. Employees are strictly prohibited from bringing outside alcohol to Rocketship sponsored events.

Employees who choose to consume alcohol at these limited events are solely responsible for their own behavior and decisions. While representing Rocketship, employees must not operate a vehicle under the influence of alcohol, violate any applicable laws, or engage in conduct that could harm themselves, others, or Rocketship's reputation. Employees are expected to exercise caution, professionalism, and good judgment at all times and to act within the scope of the policies articulated in this Handbook.

Managers and supervisors attending these events are expected to model appropriate behavior, abide by the policies of this Handbook, and to reasonably monitor the environment for any visible issues or risks. However, responsibility for compliant and appropriate conduct ultimately resides with each individual employee.

Violations of this policy may result in disciplinary action, up to and including termination of employment.

Smoke Free Environment

Rocketship's offices and schools are smoke-free environments. Smoking, including e-cigarettes and vapor products, is not allowed anywhere on Rocketship premises. It is the responsibility of each staff member to adhere to this rule, and to inform all guests of Rocketship's non-smoking policy.

First Aid and CPR Certification

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship has taken the following steps to support student safety.

First Aid Kits

Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

CPR

All Principals are to be certified in adult and pediatric CPR and First Aid and recertified prior to expiration of certificates. These records will be kept at the Rocketship site and schools should provide copies of these certificates to the Human Resources Department.

Opportunities for adult and pediatric CPR and First Aid training will be offered to all teachers and teachers will be strongly encouraged to become certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Schools may also offer training to all support staff and volunteers.

Weapons and Firearms

Rocketship prohibits any weapons, imitation firearms, and/or dangerous objects of any kind in school buildings, on school grounds, school vans, vehicles, buses, at off-campus school-related and/or school sponsored activities, and/or on any property leased and/or owned by Rocketship. Any weapon identified and/or found will be immediately reported and turned over to the appropriate law enforcement authorities. In the case of a firearm, it is irrelevant that the person has a license or permit or that the firearm has no ammunition in it.

The only exception to this policy is for law enforcement and official school security personnel actively carrying out policing duties on campus and as required by applicable state or local law.

Violence in the Workplace

Rocketship is committed to providing a safe, violence-free workplace. In this regard, Rocketship strictly prohibits employees, vendors, students, visitors, independent contractors or anyone else on Rocketship premises or engaging in a Rocketship-related activity from behaving in a violent or threatening manner. Moreover, Rocketship seeks to prevent workplace violence before it begins and reserves the right to address certain behaviors, even in the absence of violent behavior. Rocketship believes that prevention of workplace violence begins with recognition and awareness of potential early warning signs and has established procedures within the Human Resources Department for responding to any situation that presents the possibility of violence.

Workplace Violence Defined

Workplace violence is any intentional conduct that is sufficiently severe, abusive or intimidating to cause an individual to reasonably fear for their own personal safety or the safety of their family, friends coworkers, students, and/or property such that employment conditions are altered or a hostile, abusive or intimidating work environment is created for one or more employees.

Workplace violence does not refer to work environment arguments or debates that are zealous or impassioned, provided there is no resort to any form of coercion. Discussions about sporting activities, popular entertainment or current events are not considered work-related violence when there is no threat of violence being directed to the work environment or any individual connected with it. Rather, workplace violence refers to behavior that demonstrates an intention to engage in violence, condones violence in our work environment, or targets any individual with acts or threats of violence.

Reporting

If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, vendor, student, visitor, independent contractor or anyone else, they should notify the Human Resources Department immediately.

Further, employees should notify the Human Resources Department if any restraining order is in effect, or if a potentially violent non-work-related situation exists that could result in violence in the workplace.

Investigation

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. All employees are required to cooperate with such investigations. In appropriate circumstances, Rocketship will inform the reporting individual of the results of the investigation. To the extent possible, Rocketship will maintain the confidentiality of the reporting employee and of the investigation. Rocketship may, however, need to disclose results in appropriate circumstances, for example, in order to protect individual safety. Rocketship will not tolerate retaliation against any employee who reports workplace violence.

Corrective Action and Discipline

If Rocketship determines that actual or threat of workplace violence has occurred, Rocketship will take appropriate corrective action and will impose discipline on offending employees. The appropriate discipline will depend on the particular facts but may include written or oral warnings, probation, re-assignment of responsibilities, suspension, or termination of employment. If the violent behavior is that of a non-employee, Rocketship will take appropriate action to bar the individual, including notifying law enforcement.

Criminal Charge or Conviction

Employees are required to immediately notify Rocketship if they are charged with, arrested for, or convicted of any criminal offense. Notification must occur no later than five (5) calendar days from the date of the charge, arrest, or conviction. Failure to provide timely notification is a violation of this policy.

Conditions that automatically preclude employment or continued employment at Rocketship include, but are not limited to, conviction of a sexual offense, or any felony offense involving violence, harm to children, or other conduct inconsistent with the mission and safety standards of Rocketship for children. Other felony convictions, and misdemeanor convictions, will be reviewed on a case-by-case basis to determine whether the individual should be disqualified from the job position, consistent with applicable law.

Violation of this policy—including failure to disclose as required—may result in disciplinary action, up to and including immediate termination of employment. Rocketship reserves the right to make referrals to law enforcement or regulatory agencies as appropriate.

Investigations/Searches

Rocketship reserves the right to conduct investigations, including searches for any lawful purpose, such as monitoring, compliance with rules concerning the safety of employees, security of Rocketship and individual property, drugs and alcohol, and possession of other prohibited

items. Rocketship also reserves the right to conduct a routine inspection or search at any time without notice for Rocketship property on Rocketship premises.

“Rocketship premises” includes all premises and locations owned or leased by Rocketship or under the control of Rocketship, including parking lots, lockers, and storage areas, as well as the items contained therein.

Routine searches or inspections for Rocketship property may include an employee's office, desk, file cabinet, closet, computer files, voice mail, electronic mail, or similar places where employees may store Rocketship property or Rocketship-related information, whether or not the places are locked or protected by access codes and/or passwords. Employees do not have a reasonable expectation of privacy with respect to their access and use of any Rocketship-owned property. Because an employee's personal possessions cannot be shielded from a routine search for Rocketship property, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to Rocketship. Employees are required to cooperate with such investigations.

An employee's consent to an interview and/or search is a condition of continued employment, and refusal to consent will result in discipline, up to and including termination of employment. In appropriate situations, Rocketship may contact law enforcement.

EMPLOYEE WAGES AND BENEFITS

Payroll Withholdings

As required by law, Rocketship shall withhold Federal Income Tax, State or Local Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

- **Federal Income Tax Withholding:** The amount varies with the number of exemptions the employee claims on their W-4 and the gross pay amount.
- **State or Local Income Tax Withholding:** The same factors which apply to federal withholdings apply to state or local withholdings.
- **Social Security (FICA):** The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by Rocketship.
- **State Disability Insurance (SDI):** Certain states maintain funds which may be used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs in accordance with applicable law. Rocketship may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, with remaining amounts withheld from a final check, or any other options as may be permitted by applicable state law. Rocketship also reserves the right to exercise any and all other legal means to recover any additional amounts owed. Rocketship shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the pay stub. If an employee does not understand the deductions, they should ask the Human Resources Department to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Human Resources Department. Employees may update their W-4 forms through the Workday platform by logging into their Workday accounts and submitting a revised form through that system.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and provided to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis in compliance with the federal Fair Labor Standards Act (FLSA) and **applicable state and local wage and hour laws, including those that apply to remote employees working outside of Rocketship's primary locations.** The applicable rules will follow the state in which the employee **regularly performs their work.** Exemption status will be indicated in the employee's job description. Generally, teachers and administrators are considered exempt.

Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in

calculating overtime for nonexempt employees. Rocketship will attempt to distribute overtime evenly and accommodate individual schedules.

All overtime work must be previously authorized by a supervisor. Rocketship provides compensation for all overtime hours worked by nonexempt employees in accordance with applicable law as follows:

State	Policy
California	Employment beyond eight (8) hours in any workday or more than six (6) days in any workweek must be compensated as overtime at not less than both of the following: • One and one-half (1½) times the employee's regular rate of pay for all hours worked in excess of eight (8) hours up to and including twelve (12) hours in any workday, and for the first eight (8) hours worked on the seventh consecutive day of work in a workweek provided the employee has worked on all of the preceding six (6) days in the same workweek. • Double the employee's regular rate of pay for all hours worked in excess of twelve (12) hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. • Employment beyond forty (40) hours in any workweek will be compensated at not less than one and one-half (1½) times the employee's regular rate of pay.
Tennessee Wisconsin Washington, DC	• Employment beyond forty (40) hours in any workweek must be compensated at not less than one and one-half (1½) times the employee's regular rate of pay.

For purposes of calculating overtime for nonexempt employees, the workweek is defined as starting at 12:00 a.m. on Sunday and ends at 11:59 p.m. the following Saturday. The workday is defined as the twenty-four (24) hour consecutive period beginning at 12:00 a.m. each day and ending twenty-four (24) hours later at 11:59 p.m.

Only those hours that are actually worked are added together to determine an employee's overtime pay. Compensated holidays, PTO, and sick leave for example, are not hours worked and, therefore, are not counted in making overtime calculations.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to exempt employees.

Paydays

Employees generally will be paid on the 15th and last day of each month. Any exceptions will be included in the state law addendum applicable to the employee's work location. Employees may elect to have their paychecks deposited directly into their own bank account, or sent to them by mail. Employees may view their paychecks online via Workday. When employees receive their paychecks, they should verify immediately that their working time was recorded accurately and that they were paid correctly for all hours worked.

The employee is responsible for ensuring that the Human Resources Department has their most up-to-date address on file. Rocketship does not provide paycheck advances to employees.

Expense Reimbursement

All employees are eligible for expense reimbursement, provided that the expenses are consistent with this policy, documented with receipts, approved by their manager and represent a reasonable and appropriate use of Rocketship funds.

Expenses must also be in compliance with IRS, state, and/or granting/funding agency regulations.

This policy applies ONLY to employees. Expense reimbursements for job candidates are governed by the Interview Day Expense Reimbursement Guidelines policy.

Please refer to the full Employee Travel and Expense Reimbursement policy guidelines related to specific expenses. If employees have any questions about specific expenses, please contact the Rocketship Finance Department. For information on personal cell phone reimbursement, please consult the Rocketship Cell Phone Reimbursement Policy.

Wage and Hour Complaint Procedure and Safe Harbor

Rocketship makes every effort to ensure employees are paid correctly. Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to Rocketship's attention, any necessary corrections will be promptly made. Employees should review pay stubs each pay period to make sure the pay stubs are correct. If an employee believes a mistake has occurred (including any improper deductions, under-reported hours of work, or other errors) or has questions, please speak with your direct supervisor and submit a payroll JIRA ticket immediately. Any reported concerns will be investigated and if there is merit to the concern, it will be corrected as soon as possible.

Subject only to those deductions specifically authorized by the FLSA, most exempt employees will receive a predetermined salary each work week, without regard to the number of hours or days worked or variations in the quantity or quality of their work. It is Rocketship policy to comply with the salary basis requirements of the Fair Labor Standards Act (FLSA) and applicable state law. Any exempt employee who believes that Rocketship has made an improper deduction or has paid you less than your full salary for any work in which you performed work should report the concern to the Human Resources Department immediately for investigation. Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, the employee will be promptly reimbursed for any improper deduction made.

If you are a supervisor, manager or other leadership team member, and any employee raises concerns with you about their pay, you must report this to the Human Resources Department. Failure to report could result in discipline up to and including termination of employment.

Rocketship will not engage in or tolerate retaliation of any kind against any employee for raising a wage payment concern. If you believe there has been a violation of this policy, contact the Human Resources Department immediately.

Wage Attachments and Garnishments

Under normal circumstances, Rocketship will not voluntarily assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as wage garnishments, assignments, levies, wage deduction orders or judgments that require Rocketship, by law, to respond to requests for wage information or to withhold part of an employee's earnings in their favor. Employees will be informed when Rocketship receives a wage garnishment, assignment, levy, wage deduction order or judgment.

Employee Benefits

Rocketship offers a package of employee benefit programs for eligible employees. These plans are specifically defined in legal documents, including insurance contracts, policies and summary plan descriptions. If employees are offered employee benefits, and if a question arises about the nature and extent of plan benefits or if there is a conflict in language, the formal language of the plan documents govern, not the informal wording of this Handbook. Plan documents, if applicable, are available for employees' inspection. Rocketship's designated employee-benefit-plan administrators reserve the right to determine eligibility, interpretation and administration of issues related to benefits offered by Rocketship.

Employee benefits may vary according to the position and status of the employee.

Eligible employees will receive plan information upon hire and/or periodically as required by law. To receive certain employee benefits, eligible employees may be required to meet participation requirements and pay required premiums and other contributions. The details of available employee benefits will change over time. Rocketship reserves the right to modify or discontinue its benefits at any time to the extent permitted by law.

Rocketship's benefits programs as of the date of the Handbook are listed below. Eligibility is dependent on many factors, including the employee's employment status (e.g., number of hours regularly worked each week).

- Health Insurance
- Dental Insurance
- Vision Insurance

Employees may contact the Human Resources Department for benefits information

PERSONNEL EVALUATION AND RECORD KEEPING

Performance Evaluation

Rocketship is committed to providing employees with meaningful feedback on their work to support professional growth and ensure job duties are performed to the highest standard. To that end, Rocketship employees will generally receive a formal performance evaluation at least once each year, with additional evaluations or feedback sessions conducted as deemed necessary by leadership.

Performance evaluations will consider an employee's overall effectiveness in fulfilling their job responsibilities, as well as their conduct, professionalism, and alignment with Rocketship's mission and values. Feedback may also take into account collaboration, leadership, and contributions to the broader school or organizational culture.

Employees should understand that a positive performance evaluation, while a valuable indicator of effectiveness, does not guarantee a salary increase, bonus, promotion, or continued employment. All employment with Rocketship remains at-will, and any decision regarding compensation, promotion, or continued employment will be made at Rocketship's sole discretion, based on a variety of factors including but not limited to performance, organizational needs, and budgetary considerations.

Failure by Rocketship to conduct a scheduled evaluation does not alter, limit, or impair the at-will nature of employment. Employees are nevertheless encouraged to actively seek feedback from supervisors and to use performance evaluations as an opportunity for professional development and goal-setting.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. Employees are responsible for promptly notifying the Human Resources Department of any changes that must be reflected in their personnel records. Such changes include, but are not limited to: change in address, telephone number, marital status, number of dependents, and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable Rocketship to maintain accurate records and contact employees as needed.

Employees have the right to inspect documents in their personnel file, in accordance with applicable law, generally in the presence of a Rocketship representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file, subject to applicable state law requirements, including any limits on frequency of requests or costs for copies. Employees may add comments to any disputed item in the file.

Rocketship will comply with all applicable federal, state, and local regulations regarding access to and the contents of an employee's personnel file. Rocketship will restrict disclosure of personnel files to authorized individuals within Rocketship. A request for information contained in the personnel file must be directed to the Human Resources Department. Only the Human Resources Department, its designee, or the Legal Team, is authorized to release information about current or former employees in accordance with applicable law.. Disclosure of information to outside sources will be limited to those with a legitimate business need or legal entitlement to such information (e.g., pursuant to a valid subpoena, court order, discovery, etc.). Rocketship will

respond to requests from authorized law enforcement, regulatory bodies, or local, state, or federal agencies conducting official investigations, in accordance with applicable law.

Workday is the official system of record for all Rocketship employee personnel data. Employees are responsible for reviewing their Workday records periodically and ensuring accuracy of their personal and employment-related information.

BREAKS/HOLIDAYS, PTO AND LEAVES

School Breaks/Holidays

There are three (3) established school breaks and a variety of state, regional, and Federal holidays during the year for which Regular, Full Time employees may receive pay, if eligible as specified below.

School breaks and paid holidays are not considered Paid Time Off (PTO) and are not paid out upon termination of employment. These breaks are scheduled in accordance with the academic calendar and are not accrued or taken at the employee's discretion. Exempt employees who elect or are required to perform work during school breaks or holidays will not receive additional compensation, but may receive additional PTO at the discretion of the Human Resources Department.

Please refer to the current Annual Calendar for your state/region for the most updated list of approved holidays for the current school year.

In general, Rocketship breaks are outlined below and are subject to change at any time upon notice.

1. Winter Break: Winter Break is a limited period (the approximate length of which is shown below) during the winter when Rocketship schools are not in session. All eligible employees receive pay for the Winter Break period although the days designated as Winter Break, and for which pay is received, are different depending on staff classification.
2. Spring Break: Spring Break is a one (1) week period in which Rocketship schools are not in session. Only school-based Instructional/Non-Instructional Staff, school Administrative Staff, and Regional NeST teams receive pay during the Spring Break period.
3. Summer Breaks: Summer Break is a limited period during the summer when Rocketship schools are not in session. Certain school-based staff receive compensation based on their job classification. Specifically, returning exempt school-based Instructional Staff (e.g., Full-time Teachers, Education Specialists, etc.) and Administrative Staff (e.g., Principals, Assistant Principals, Office Managers, etc.) in good standing receive pay during the school summer break as defined by the school's academic calendar, and as communicated by the region's Executive Director in accordance with their job classification..
4. Federal Holidays: Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving,

Religious Holidays/Observances

Rocketship will reasonably accommodate an employee's need for time off due to known religious holidays or observances consistent with applicable law. Such accommodations will be made in a way as to not cause undue hardship to Rocketship. Requests for accommodations must be made to the employee's supervisor and the Human Resources Department with at least two (2) weeks' notice. Rocketship shall determine whether it can reasonably accommodate the request given work demands and the employee's job duties at the time of the need for time off. If the employee does not have any accrued, but unused PTO, the additional time off will be unpaid.

Paid Time Off (PTO)

Eligible employees, as defined below, may accrue PTO per pay period and are required to use this time to be paid for not attending work for any purpose including rest, relaxation, illness/sickness, any other personal necessity reason, or any reason covered under an applicable mandatory paid sick leave or mandatory paid time off law.

Exempt employees must use PTO time off in at least two (2) hour increments unless smaller increments are permitted under applicable law. Nonexempt employees may use PTO time off in partial days as measured by hours taken. Employees may not “borrow” against time that has not yet been accrued.

PTO - All Employees

The following policies apply to PTO-eligible NEST staff members only.

- Eligibility -
 - Regular, Full-Time - Each regular, full-time employee begins earning/accruing PTO beginning on date of hire.
 - Part-Time - Employees who are regularly scheduled to work a minimum of thirty (30) hours per week accrue PTO on a pro rata basis, based on the number of hours they are scheduled to work, (e.g., an employee scheduled to work 30 hours per week, at a 75% full-time basis, would earn 75% of the full-time accrual).
 - Temporary and Part-Time (Under 30 Hours) - Temporary employees, and part-time employees who are regularly scheduled to work less than thirty (30) hours per week do not accrue PTO.
 - Leave of Absence - Employees do not accrue PTO during leaves of absence.
 - Summer Time - In order to be eligible to accrue PTO during the summer, hourly employees must be both scheduled and actively working during the summer break.
- Approval Process - PTO requests must be submitted through the employee's Workday portal and approved by the employee's direct manager.
- Zero PTO Balance - Once an employee's PTO accrual balance runs out, absences will be deemed unexcused and will be subject to the attendance policy.
- Termination of Employment - Upon termination of employment for any reason, all accrued but unused PTO will be paid out.
- Policy Changes - This policy may be changed at any time upon notice.

PTO for School-based Instructional/Non-Instructional Staff

The following policies apply to PTO-eligible school-based Instructional/Non-Instructional Staff members only.

- Covered Roles - Staff whose assigned work location is a school campus/site, including positions in the following job categories such as Teacher, School Leader, Instructional Support, and Non-Instructional Support.
- PTO Accrual - Regular, full-time employees will accrue ten (10) days of PTO per year (which begins July 1) at a minimum rate of 3.34 hours per semi-monthly pay period, depending on years of service. Note: Nonexempt employees do not accrue PTO during Summer Break if they are not scheduled and actively working for Rocketship during the Summer Break.

- Maximum PTO Accrual - An employee may not have a balance of more than fifteen (15) days (or 120 hours). Once this maximum is reached, PTO is capped and the PTO accrual will stop, and will recommence once the balance drops below maximum.
- End of School Year PTO Balance - Any remaining accrued but unused PTO balance in excess of two days (16 hours) remaining on June 30 of each year will be paid out, as taxable compensation at the employee's then-current hourly rate, no later than one (1) month following June 30. The balance, not to exceed two days, will roll over to the following year's PTO bank. This annual payout ensures that employees are fully compensated for earned PTO and is not considered a forfeiture of earned wages. PTO balances will reset following the payout, and employees will begin accruing PTO again in the new academic year, subject to applicable accrual limits and state law.

PTO for Network Support Staff

The following policies apply to PTO-eligible Network Support Staff members only, including both national and regional network staff.

- PTO Accrual - Regular, full-time employees will accrue PTO at a rate based on their years of employment with Rocketship as shown below.

Calendar Year of Service	Annual Rate of Accrual
Date of hire through third year of employment	15 days (120 hours) per year, accrued at a rate of 5 hours per semi-monthly pay period.
After the third year of employment through the seventh year of employment	20 days (160 hours) per year, accrued at a rate of 6.67 hours per semi-monthly pay period
After the seventh year of employment	25 days (200 hours) per year, accrued at a rate of 8.33 hours per semi-monthly pay period

*When moving to the next tier of PTO accrual, the new accrual rate will take effect in the pay period following the 3-year anniversary date and 7-year anniversary date, respectively.

- Maximum PTO Accrued - An employee may not have a balance of more than 1.5 times the then-current annual rate of accrual (for example, an employee with 5 full years of service may accrue a balance of up to 30 days of PTO (20 days per year times 1.5). Once this maximum is reached, the PTO accrual will stop, and will recommence in the next pay period after the balance drops below maximum.
- End of Year PTO Balance - Employee's end of year PTO balance will be carried over to the following school year.

Black-Out Days

The regional instructional calendar designates certain days as "black-out" days. These include, but are not limited to, instructional days before or after a long weekend or holiday break, as well as key events such as Family Conferences, Data Days, Testing, and PD days. PTO requests for black-out days will be denied unless for the employee has a reasonable accommodation, reasons

permitted under a mandatory paid sick leave or mandatory paid time off law or there is an extenuating circumstance, in which case approval will be at the Principal's discretion.

Sick Leave

Eligible employees, as defined below, are granted sick leave and may voluntarily elect to use this time to be paid for not attending work. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist an immediate family member (i.e., children, parents, spouses/domestic partners) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave for any reason covered under an applicable mandatory paid sick leave law including to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking suffered by the employee or an immediate family member.

Eligibility - Any employee who is not eligible for PTO (e.g., temporary full-time, temporary part-time, regular part-time scheduled and working less than thirty (30) hours per week), may accrue sick leave in accordance with state and local laws. Please see your Region's Addendum for the specific accrual in your region.

Excess Time Off - Time off in excess of the then-existing sick leave balance will be unpaid time off.

Accrual/Termination of Employment - Unused sick leave does not carry over from year to year. Upon termination of employment for any reason, sick leave will not be paid out.

Rocketship Parental Leave Pay Benefit

Rocketship complies with applicable federal, state, and local family and parental leave pay benefit laws. Employees who qualify for paid, state parental leave benefits under such laws may receive benefits in accordance with the applicable statute and state benefit program(s).

Rocketship also offers a Rocketship Parental Leave Pay (RPLP) benefit that is intended to ensure that eligible employees receive at least four weeks of full-time paid leave for the purpose of caring for the employee's newborn child or a child placed with the employee for adoption or foster care.

- In states where there are no applicable statutes and/or state paid benefit programs, the RPLP Benefit may be provided as a standalone benefit with Rocketship providing a full four weeks of full-time paid leave to eligible employees.
- In states where there are applicable statutes and/or state paid benefit program(s), the RPLP Benefit shall work in conjunction with the state benefit as follows: If an employee is receiving a partial wage replacement benefit during the leave, RPLP shall be used as a supplement to the partial wage replacement benefit unless otherwise prohibited by law. Accordingly, Rocketship shall supplement the first four weeks of the state paid benefit (depending on the employee's location) to gross up the total compensation between the state paid benefit and the Rocketship supplement to the equivalent of full-time pay for those four weeks. In no case shall the four weeks of total compensation between the state paid benefit and the RPLP Benefit exceed an employee's regular full time pay for those four weeks.

- Regular, full-time employees working more than 30 hours per week are eligible for the supplemental benefits after 180 days of employment with Rocketship. Benefit entitlements vary by region and role; see the appendix for the state in which you work.
- Employees should contact the HR team or Rocketship's leave administrator to determine their specific Parental Leave Pay benefit.

RPLP under this policy must be applied for and taken within twelve (12) months of the child's birth, adoption, or placement in foster care. Receipt of RPLP under this policy will not be included in the calculation of overtime pay.

Rocketship reserves the right to request reasonable documentation to support eligibility for RPLP.

Family and Medical Leave

This policy explains how Rocketship complies with the federal Family and Medical Leave Act (FMLA) which requires Rocketship to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated under applicable law) of FMLA leave in any twelve (12) month period for the purposes enumerated below. Additional state-specific family and medical leave requirements are included in the state law addendum applicable to the state in which you work.

Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by Rocketship for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where Rocketship has at least fifty (50) employees within seventy-five (75) miles, as of the date the leave is to commence.

Events That May Entitle an Employee To FMLA Leave

The twelve (12) weeks (or twenty-six (26) where indicated under applicable law) workweeks where indicated under applicable law) FMLA leave includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by Rocketship, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by Rocketship's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

- b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits them to the facility with the expectation that they will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, child, or parent with a serious health condition.
 4. When an employee is providing care to a spouse, child, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care.
 5. For any "qualifying exigency" because the employee is the spouse, child, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for anyone, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working days.
2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, child, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
3. The "twelve-month period" in which twelve (12) weeks of FMLA leave is defined as a "rolling" 12-month period measured backward from the date an employee wishes to commence FMLA leave.
4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, Rocketship's business activity has temporarily ceased for some reason and the employee is generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days Rocketship's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially

takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

5. Rocketship may limit to 4 workweeks during a 24-month period the aggregate number of family leave workweeks to which the family members are entitled to take simultaneously.

Pay during FMLA Leave

1. Federal FMLA leave is unpaid. Subject to state or local law, an employee on FMLA leave because of their own serious health condition must use all accrued paid sick leave and PTO at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, Rocketship and the employee may agree to have School-provided paid leave, (such as PTO or sick time); to be used after any partial wage replacement benefits have been exhausted or as a supplement to the partial wage replacement benefit unless otherwise prohibited by law.
2. Subject to state or local law, an employee on FMLA leave for childcare or to care for a spouse, parent, or child with a serious health condition must use any or all accrued sick leave and PTO at the beginning of any otherwise unpaid FMLA leave.
3. Subject to state or local law, an employee on FMLA leave because of the birth, adoption, or placement of a foster child must use all available paid parental leave benefits, accrued sick time and PTO before any portion of the leave may be taken unpaid.
4. If an employee has exhausted their sick leave and PTO, leave taken under FMLA shall be unpaid leave.
5. The receipt of sick leave, PTO, or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick leave and PTO (as applicable) accrue during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began, at which point accrual will cease.

Health Benefits

The health benefits of employees on FMLA leave will continue during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period.

Any premiums paid by the employee will continue to be deducted from their pay where possible. If an employee is unable to pay their premiums as a payroll deduction because part or all of their leave is unpaid, then the employee will be required to reimburse Rocketship for their portion of the premiums within 60 days of their return from leave or termination of employment if the employee does not return after leave.

Seniority

An employee on FMLA/ leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same length of tenure they had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA leave because of their own or a family member's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by Rocketship or Rocketship's third-party administrator. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of Rocketship's request for certification) may result in a delay or denial of the leave request until such certification is provided.
2. Rocketship or its third party administrator will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. Rocketship or its third party administrator may contact the employee's health care provider to authenticate a certification and/or to seek clarification.
3. If Rocketship has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, Rocketship may request a second opinion by a health care provider of its choice (paid for by Rocketship).
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Recertification also may be required if the circumstances in the original certification have changed significantly or Rocketship receives information that casts doubt on the stated reasons for leave or validity of the certification. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. An employee may request FMLA leave by calling the Human Resources Department and HR will place the employee in contact with the leave experts at Sparrow (sparrow.com). Sparrow will have a Rocketship portal that Rocketship employees will use to manage their leave application process and management.
2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement for foster care or adoption, or any planned medical treatment for the employee or their qualifying family member or the planned medical treatment for a serious injury or illness of a covered servicemember. If 30 days' notice is not practicable, such as because of a lack of knowledge of approximately when leave will be required to begin, a change in circumstances, or a medical emergency, notice must be given either the same day the employee becomes aware of the need or the next business day.. Failure to provide such notice may be grounds for delay or denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Rocketship's operations. If an employee has not consulted with their supervisor or the Human Resources Department prior to scheduling medical treatment, HR may initiate discussions with the employee and request that the employee make arrangements which do not unduly disrupt operations, subject to the approval of the healthcare provider.
4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be

taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee, a family member, or a covered servicemember, the employee may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

Status Reports During Leave

For the duration of leave, unless informed of a different schedule, an employee is required to maintain periodic contact, as directed, with both the Human Resources Department and the third party leave service administrator, Sparrow (sparrow.com) to provide updates as to the status of their circumstances. Failure to maintain contact and provide required information in a timely fashion might affect the employee's leave and/or employment status.

Return to Work

1. Under most circumstances, employees will be reinstated to the same position they held at the time of the leave or to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. However, employees have no greater right to reinstatement than if they had been continuously employed rather than on leave. For example, if an employee would have been laid off if they had not gone on leave or, if the employee's position was eliminated during the leave, then the employee will not be entitled to reinstatement.
2. Before an employee will be permitted to return from FMLA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.
3. If an employee can return to work with limitations, Rocketship will initiate the interactive process to determine whether there is a reasonable accommodation that will permit the employee to perform the essential functions of their position without causing an undue hardship to Rocketship

Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without Rocketship's written permission. An employee who accepts such employment without Rocketship's written permission will be deemed to have resigned from employment at Rocketship. For the purposes of this policy, self-employment is considered other employment.

Availability of Leave as a Reasonable Accommodation Under the ADA

Rocketship is committed to providing reasonable accommodations to qualified employees with disabilities, consistent with the ADA and applicable state laws. In certain circumstances, a period of leave, whether continuous or intermittent, may be considered a reasonable accommodation, even if the employee is not eligible for other types of leave or has exhausted available leave benefits. Employees requesting an accommodation under the ADA should follow the procedures outlined in the Reasonable Accommodation policy.

No Retaliation

Rocketship will not interfere with, restrain, or deny the exercise of any right provided under the FMLA. Rocketship will also not discharge or discriminate against any person for opposing any practice made unlawful by the FMLA or for the person's involvement in any proceeding under or relating to the FMLA. If you feel that you have been retaliated or discriminated against due to your assertion of FMLA-protected rights, participation in an FMLA-related proceeding or any other reason, you should immediately contact your supervisor or the Human Resources Department.

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against Rocketship. FMLA does not affect any federal or state law prohibiting discrimination, or supersede any State or local law which provides greater family or medical leave rights. For additional information: 1-866-4US-WAGE (1-866-487-9243); www.wagehour.dol.gov.

Industrial Injury Leave (Workers' Compensation)

Rocketship operates in accordance with applicable state laws, and provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury no matter how minor to the Human Resources Department;
- Seek medical treatment and follow-up care if required; and
- Complete a written Employee's Claim Form and return it to the Human Resources Department

Employees who need to take time off from work due to a workers' compensation illness or injury may also be eligible for a leave of absence under Rocketship's leaves of absence or Reasonable Accommodation policy. Employees should consult with the Human Resources Department for additional information.

Employees who are ready to return to work following a workers' compensation-related leave of absence must supply a certification from a health care provider confirming the employee's ability to return to work.

It is Rocketship's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. Rocketship, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to Rocketship's operations.

- If an employee is injured on the job, they are to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical

systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries, no matter how minor, must be promptly reported to the Human Resources Department and to Kendra Preston, Manager of Benefits, who is the individual responsible for reporting to Rocketship's workers' compensation insurance carrier. An employee may choose to be treated by their personal physician at their own expense, but they are still required to go to Rocketship's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost work time, the employee must have a medical release from Rocketship's approved medical facility before returning to work.
- Rocketship reserves the right to require drug/alcohol testing along with any medical treatment provided to the employee if Rocketship, in its sole discretion, determines that the circumstances surrounding the job-related injury warrant such testing.

Military Leave of Absence

Military Leave

Rocketship shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

An employee on military leave who elected health care coverage under Rocketship's health care plan prior to the start of a leave will retain that coverage for the first 30 days of any military leave at the rates the employee paid immediately prior to the start of the leave. After 30 days of leave, the employee may elect to continue their health care coverage, including coverage for dependents, for up to 24 months, under USERRA. If this continuation coverage is elected, the employee will be required to pay the entire cost of such coverage, which may be up to 102% of the full premium amount for that coverage. Employees also may be entitled to coverage under COBRA for up to 18 months of a military leave. COBRA coverage runs concurrently with any continuation coverage under USERRA, and the employee is entitled to only one form of continuation coverage. The employee is responsible for all premium payments attributable to the employee; failure to pay such premiums will result in cancellation of coverage.

The following rules apply to an employee who seeks reinstatement after completing a period of service in the uniformed services.

- For uniformed service that is Less than 31 Days or fitness for duty examinations: The employee must return to work at the beginning of the first regularly scheduled work period that starts on the first full day after release from service, following reasonable travel time home, plus an eight-hour rest period.

- For uniformed service that is more than 30 days, but less than 181 days: An employee must seek reinstatement within 14 days of release from uniformed service if the employee's service was greater than 30 days but less than 181 days.
- For uniformed service that is more than 180 days: An employee must seek reinstatement within 90 days of release from uniformed service if the employee's service was greater than 180 days.

In case of Injury or illness - If an employee is hospitalized, convalescing, or recovering from an injury or illness incurred or aggravated during uniformed service, the periods for seeking reinstatement may be extended for a period of up to two years, unless seeking reinstatement after expiration of that period is impossible or unreasonable due to no fault of the employee.

Reinstatement

An employee returning from leave who properly seeks reinstatement according to the requirements of USERRA and applicable state law will be entitled to be reinstated as follows:

If uniformed service is less than 91 days: The employee will be returned to the position they would have held if there had been continuous employment if the employee is qualified to perform the required duties of that position ("escalator position"). If the employee is not qualified to perform the required duties of the escalator position, Rocketship will make reasonable efforts to qualify the employee for that position. If the employee is not qualified for the escalator position after these reasonable qualification efforts are made, the employee will be reinstated to the position the employee held immediately prior to starting the leave.

If uniformed service is greater than 90 days: The employee will be returned to the escalator position. If the employee is not qualified to perform the required duties of the escalator position, Rocketship will make reasonable efforts to qualify the employee for that position. If the employee is not qualified for the escalator position after these reasonable efforts are made, the employee will be returned to the position they held immediately prior to taking a leave, or a position of like status, pay, and seniority.

Employees with Disabilities: An employee who has a disability that is incurred in, or aggravated during, uniformed service is entitled to receive reasonable accommodations in the performance of the escalator position. If the employee is not qualified for the escalator position even with the consideration of reasonable accommodations, the employee will be reemployed in a position of equivalent seniority, status and pay for which the employee could become qualified or is qualified after reasonable accommodation. If the employee cannot meet the qualifications of this second position even with the consideration of reasonable accommodations, Rocketship will reemploy the employee in a position that is the nearest approximation in terms of seniority, status, and pay to the second position, with reasonable accommodations.

Prompt reinstatement will vary depending on the amount of time the employee has been out on military leave. Prompt reinstatement may require a delay in employment of up to two weeks following the date the employee seeks reinstatement. Only in unusual circumstances will this period exceed two weeks.

An employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave period.

Additionally, if an employee fails to seek reinstatement within the timeframes discussed above, Rocketship will apply its normal work rules regarding absence from employment without notice or permission.

Employees who are reinstated after uniformed service that lasts between 30-180 days will not be discharged except for cause for a period of six months following reinstatement. Employees who are reinstated after uniformed service that lasts more than 180 days will not be discharged except for cause for a period of one year following reinstatement.

For purposes of this section of the policy, “cause” means: (1) with respect to employee conduct, that it is reasonable to discharge the employee for the conduct in question, the employee had notice, which was express or can be fairly implied, and the conduct would constitute cause for discharge; and (2) with respect to other reasons for termination of employment, such as a position elimination or a layoff, that there are legitimate, nondiscriminatory reasons for the action.

An employee who was absent from work while fulfilling their covered service obligation under the USERRA or applicable state law shall be credited, upon their return to Rocketship, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Bereavement Leave

Full Time employees may be granted up to five (5) work days per school year without loss of pay due to a death of an individual who is related to the employee by blood, marriage, adoption, or domestic partnership (parent, spouse, domestic partner, son/daughter, sister/brother, aunt/uncle, parent-in-law, son/daughter-in-law, brother/sister-in-law, grandparent, grandchild). If an employee leaves early on the day they are notified of the death, the remainder of the day is not counted as bereavement leave. Part Time employees may receive up to five (5) days of prorated (at their regularly scheduled hours) unpaid bereavement leave for the same related individuals.

The employee and their manager should agree on how much time is needed up to five (5) workdays for bereavement leave. The basis for this decision should take into account the employee’s relationship to the deceased, travel distance, and involvement in funeral arrangements.

Additional time taken off beyond five (5) workdays must be approved by the employee’s manager and the employee must use their PTO. Employees may be asked to provide documentation in support of their bereavement leave. Time off under this policy will run concurrently with any leave required under any applicable state or local law that also provides for paid or unpaid leave for a reason covered under this policy.

Jury Duty or Witness Leave

Unless otherwise provided by state law, Rocketship will provide employees unpaid time off as required by law to serve on a jury or to appear in court in compliance with a subpoena or court order as a witness. Exempt employees who work any portion of a workweek in which they also serve on jury duty will receive their full salary for that workweek. Rocketship will comply with all state laws regarding pay for jury leave.

All employees are required to provide reasonable advance notice of the need for time off due to jury duty or witness leave. Employees are required to report to work each day or portion of a day they are not performing jury duty or serving as a witness. Rocketship reserves the right to request that the employee furnish written verification from the court as proof that the employee served jury duty or as a witness. Failure to provide written verification may be grounds for disciplinary action.

Voting Time Off

Rocketship encourages all employees to fulfill their civic responsibilities and to vote in official public elections. Generally, working hours are such that an employee will have ample time to cast a vote before or after the work shift. If an employee does not have sufficient time to vote, however, that employee should discuss the matter with a supervisor. If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Employees may request enough time off at either the beginning or end of a scheduled shift to have sufficient time to vote in an official state-sanctioned election while polls are open. When possible, an employee requesting time off to vote shall give the Principal at least two (2) days' notice. Employees also are reminded and encouraged to take advantage of the opportunities that may be available in their local jurisdiction to vote early or by mail. Rocketship will comply with all applicable state and municipal voting time laws.

Discretionary Personal Leave of Absence

Rocketship recognizes that special situations may arise where an employee must leave their job temporarily. At its discretion, Rocketship may grant employees discretionary personal leaves of absence upon formal request, and only after evaluation by Rocketship. Any discretionary personal leaves of absence must be approved in advance and in writing by both the Rocketship SVP Human Resources and the employee's manager.

The granting of a discretionary personal leave of absence always presumes the employee will return to active work by a designated date or within a specific period. At the end of the leave period, the employee may be reinstated to their original or equivalent position with equivalent pay, seniority and benefits, if practicable and/or to the extent required under applicable law. However, Rocketship cannot guarantee job reinstatement. If an employee does not return from leave as planned, the employee's employment may be terminated.

An employee must use all PTO available to them at the time their discretionary personal leave begins. Once PTO is exhausted, any remaining days of approved discretionary personal leave will be unpaid. This policy describes general unpaid discretionary leave and does not apply to FMLA/new parent or other forms of leave which are discussed in separate policies.

Eligibility

In general, an employee must have worked at Rocketship for twelve (12) months or longer to be considered for discretionary personal leave.

Requesting and Taking Discretionary Personal Leave

An employee must submit a request for discretionary personal leave no less than two (2) weeks before the intended start of the discretionary personal leave period. The employee must submit this request to their supervisor and the Human Resources Department. The employee's supervisor and the Human Resources Department must approve the request for personal leave.

The Human Resources Department has the right to ask the employee for supporting documentation before considering and granting an employee a discretionary personal leave of absence. If the employee does not provide this supporting documentation by the established deadline, the employee's request for discretionary personal leave may be denied.

Time Limit

In general, discretionary personal leave shall not exceed thirty (30) calendar days in a rolling twelve (12) month period. When an employee goes on discretionary personal leave under this policy, there is no guarantee of reinstatement to the same position.

Benefits During Discretionary Personal Leaves

If the employee taking a discretionary personal leave is currently covered under a Rocketship insurance plan, health benefits coverage may remain in force during the leave of absence, provided the employee pays the appropriate premiums. If an employee fails to return from a leave and employment is terminated, the employee's benefits will be terminated.

PTO does not accrue during a leave of absence.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a doctor's return to work authorization. If employees need further information regarding Leaves of Absence, they should be sure to consult the Human Resources Department.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Discipline and Standards of Conduct

Rocketship expects all employees to live out Rocketship's [Core Characteristics](#), and to behave professionally and responsibly as a member of the Rocketship team. Employees should familiarize themselves with Rocketship's Mission, Vision, Values and Core Characteristics.

The following conduct is prohibited and will not be tolerated by Rocketship. This list of prohibited conduct is illustrative only and applies to all employees of Rocketship. This list is not intended to be comprehensive or limit Rocketship's right to impose discipline for other conduct it deems inappropriate. Other types of conduct that threaten security, personal safety, employee welfare and Rocketship's operations also may be prohibited. These standards apply to all employees whenever they are on Rocketship property or conducting Rocketship business. Further, the specification of this list of conduct in no way alters the at-will employment relationship.

Consistent with the at-will employment relationship, Rocketship may impose discipline whenever it determines it is necessary or appropriate. Discipline may take various forms, including but not limited to verbal counseling, written warnings, suspension, demotion, or termination. The form of discipline imposed will depend on the circumstances of each case; therefore, discipline will not necessarily be imposed in any particular sequence. Moreover, if Rocketship determines it is appropriate, an employee's employment may be terminated at any time, for any or no reason, with or without cause, and with or without prior notice.

The following is an illustrative, not exhaustive, list of unacceptable conduct:

1. Failure to become familiar with and follow all Rocketship policies, regulations, administrative procedures, and other reasonable directions given by Rocketship leadership, as well as applicable law as it relates to the employee's conduct and performance of job duties.
2. Unsatisfactory job performance
3. Conviction of a criminal act including committing a sexual offense or felony.
4. Failure to immediately report (within 5 days) a criminal charge or conviction to the Human Resources Department.
5. Using or possessing firearms, weapons or explosives of any kind on school premises..
6. Violations of the policies against harassment, discrimination and retaliation.
7. Provoking a physical fight or engaging in physical fighting on school premises.
8. Violations of the workplace violence policy.
9. Violations of the drug and alcohol policy.
10. Failure to maintain appropriate and professional relationships with students, parents and families, other Rocketship employees and contractors, visitors and community members. Rocketship employees are expected to act in a sensitive, tolerant, and intelligent manner to set a positive example for students.
11. Failure to properly supervise students. Students should be under assigned adult supervision at all times during school and during any school activity.
12. Failure to give full attention to duties including engaging in non-work activities that distract from duties (e.g., being on the phone, on social media, texting, online shopping, etc.)
13. Failure to protect the safety, health, and general welfare of all students.
14. Use of profanity, violent, vulgar, abusive or threatening language at any time on School premises and/or in the presence of students.

15. Discourteous treatment towards employees, students, parents, or families at any time, including but not limited to engaging in condescending, inattentive, or dismissive behavior.
16. Dishonesty.
17. Involvement in situations that could prompt suspicion by parents, students, and co-workers or that could make parents, students, or co-workers uncomfortable. (See also: Student/Staff Interaction Policy).
18. Tampering with or falsifying any report or record, or submitting a falsified report or employment record, including, but not limited to, personnel, attendance, doctor's notes, leaves of absence, or production reports or records, specifically including applications for employment and timecards.
19. Completing the timecard of another employee or permitting or arranging for another employee to complete the timecard.
20. Insubordination, or refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority unless unsafe or contrary to School policies or procedures.
21. Refusal to speak to supervisor or other employees or failing to cooperate with an investigation.
22. Failure to care for, properly use, and protect Rocketship property. Employees may not remove or use Rocketship property without authorization, and should return all Rocketship property upon request.
23. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
24. Failure to keep all student/personnel records, medical information, disciplinary decisions, and other sensitive information confidential as directed by applicable law, Rocketship policies, and the employee's supervisor.
25. Failure to maintain the confidentiality of any proprietary information relative to Rocketship (any information developed, compiled and/or used by Rocketship and its employees in the course of business that is not available to the public).
26. Failure to attend all mandatory staff meetings and professional development sessions called by their School Leader and/or Rocketship Leadership, unless otherwise excused.
27. Failure to disclose romantic, familial, platonic living situations, and other possible conflicts of interest to the Rocketship Human Resources Department, per the Employment of Family/Personal Relationships in the Workplace Policy and the Conflict of Interest Policy.
28. Excessive absenteeism or tardiness.
29. Violation of the Rocketship staff dress code.
30. Sleeping during work hours.
31. Working remotely, out-of-country without prior written authorization.
32. Conducting personal business during work hours or using Rocketship property to do so.
33. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees.
34. Failure to possess or maintain the credential/certificate required of the position.
35. Failure to submit all required reports or paperwork at the time requested.
36. Failure to provide a doctor's note or medical certification as required by law and/or Rocketship policy to substantiate an absence.
37. Inefficiency, including deliberate restriction of output, carelessness or unnecessary waste of time or material, neglect of job, duties or responsibilities.

Nothing in this policy or any other Rocketship policy shall prohibit or restrict employees from: (i) making any disclosure of relevant and necessary information or documents in any action, investigation, or proceeding as required by law or legal process, including with respect to possible

violations of law; (ii) participating, cooperating, or testifying in any action, investigation, or proceeding with, or providing information to, any governmental agency or legislative body, any self-regulatory organization; or (iii) communicating about wages, work hours, or other terms and conditions of employment or otherwise engaging in activity protected by the National Labor Relations Act.

Off-Duty Conduct

While Rocketship does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with Rocketship's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect Rocketship. Illegal or immoral off-duty conduct by an employee that adversely affects Rocketship's legitimate business interests or the employee's ability to perform their work will not be tolerated.

Other Employment

We are in service to our Rocketeers during our work time. Accordingly, while employed by Rocketship, employees are expected to devote their full energies and work time to their Rocketship jobs.

Employees are expected to devote their full professional time, attention, and effort to their duties with Rocketship during working hours. Accordingly, employees may not engage in work for another employer or in any self-employment during their Rocketship scheduled working hours.

In addition, individuals employed in full-time positions with Rocketship are prohibited from simultaneously holding another full-time job or position, whether with another employer or through self-employment. Any outside employment must not interfere with the employee's performance, availability, or obligations to Rocketship, and may be subject to prior review or approval in accordance with Rocketship policy.

The following types of additional employment elsewhere are prohibited to the extent permissible under applicable law:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at Rocketship. If you are employed full-time at Rocketship, you are expected to work full-time hours during the expected .
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with Rocketship.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with Rocketship.
- Additional employment that requires the employee to conduct work or related activities on Rocketship's property during working hours and/or to use School facilities and/or equipment.

Employees who wish to engage in additional employment that may create an apparent, potential, or real conflict of interest must submit a written request to Rocketship's Human Resources Department explaining the details of the additional employment. If the additional employment is authorized, Rocketship assumes no responsibility for it. Rocketship shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any

time.

Termination of Employment

Should it become necessary for an employee to terminate their employment with Rocketship, employees should notify the Human Resources Department regarding their intention as far in advance as possible. At least two (2) weeks' notice is requested whenever possible.

When an employee terminates their employment (voluntary or involuntary), Rocketship will pay out all earned but unused PTO pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

Internal Complaint Review

Rocketship encourages open communication and provides employees with opportunities to raise work-related concerns. Employees are expected to first discuss concerns with their immediate manager, who may be able to resolve the matter. If the issue is not resolved or if the employee believes it is inappropriate to address with their manager, concerns may be raised directly with the Human Resources Department or another member of management at any time.

Rocketship will make reasonable efforts to maintain confidentiality of the complaint during this process; however, confidentiality cannot be guaranteed when disclosure is necessary to review, investigate, take corrective action, or comply with law or policy.

Specific complaints of harassment, discrimination, or retaliation must be addressed in accordance with Rocketship's Policy Prohibiting Harassment, Discrimination, and Retaliation. Employees will not be penalized or retaliated against for raising concerns in good faith.

ACKNOWLEDGEMENT AND RECEIPT

I acknowledge that I have received and read a copy of Rocketship's Employee Handbook (Handbook) and, if available, the State Addendum for the state in which I work (Addendum). I understand that the Handbook and Addendum set forth the terms and conditions of my employment with the Rocketship as well as the duties, responsibilities and obligations of employment with the Rocketship. I understand that Rocketship has provided me various alternative channels to raise concerns of violations of this Handbook and Rocketship policies, and encourages me to do so promptly so that the Rocketship may effectively address such situations, and I understand that nothing herein interferes with any right to report concerns, make lawful disclosures, or communicate with any governmental authority regarding potential violations of laws or regulations. I agree to abide by and be bound by the rules, policies and standards set forth in the Handbook and applicable Addendum.

I acknowledge that, except where required otherwise by applicable state law, my employment with the Rocketship is at-will, meaning that it is not for a specified period of time and that the employment relationship may be terminated at any time, with or without cause, and, with or without notice, by me or the Rocketship. I further acknowledge that only the CEO of Rocketship has the authority to enter into a written agreement that alters the fact that my employment with Rocketship is at-will. Any such agreement must be in writing and signed by the CEO of Rocketship, and approved by the Rocketship Board. I acknowledge that neither the Handbook nor this Acknowledgment form constitutes a contract of employment, express or implied, or a guarantee of employment for any specific duration.

I further acknowledge that the Rocketship reserves the right to revise, delete and add to the provisions of the Handbook and Addendum, but that all such revisions, deletions or additions must be in writing. No oral statements or representations can change the provisions of the Handbook or Addendum. Furthermore, the Rocketship's policy of at-will employment can only be changed as stated in the prior paragraph. I agree to review and familiarize myself with any revisions, deletions, or additions to the Handbook or State Addendum that may be issued in the future.

I understand and acknowledge that nothing in this Handbook or in any other document or policy is intended to prohibit me from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission, National Labor Relations Board, or any other federal, state or local agency charged with the enforcement of any laws.

I also understand and acknowledge that nothing about the policies and procedures set forth in this Handbook should be construed to interfere with any employee rights provided under state or federal law.

I further acknowledge that I have received, read, and understand Rocketship's Equal Employment Opportunity (EEO) Policy and Policy Prohibiting Harassment, Discrimination, and Retaliation and any additional policies prohibiting discrimination, harassment, and sexual harassment in the Addendum for the state in which I work. I agree to comply with these policies.

I acknowledge that I have been provided access to the Handbook and applicable State Addendum electronically and understand how to access them for future reference.

EMPLOYEE HANDBOOK

I understand that if I feel I have been subject to discrimination, harassment, or retaliation for conduct that may violate Rocketship's EEO Policy and Policy Prohibiting Harassment, Discrimination, and Retaliation, or any additional policies on anti-discrimination, harassment, sexual harassment, or retaliation in the State Addendum for the state in which I work, or if I am aware of such conduct, I should immediately report the matter to my immediate supervisor, the Human Resources Department, my next level supervisor, or any other leadership team member or member of management.

I acknowledge that, if I am a non-exempt employee, I was "on-the-clock" (i.e., I recorded my time or made sure I was clocked in) when reviewing the Handbook and State Addendum (if applicable) and signing the Acknowledgement forms.

I have read, understand, and agree to the above statements.

Signature: _____ Date: _____

Name (Printed) _____

[TO BE PLACED IN EMPLOYEE'S PERSONNEL FILE]

Your Employee Rights Under the Family and Medical Leave Act

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons. The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees.

Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if **all** of the following apply:

- You work for a covered employer;
- You have worked for your employer at least 12 months;
- You have at least 1,250 hours of service for your employer during the 12 months before your leave; and
- Your employer has at least 50 employees within 75 miles of your work location.

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year;
- You work for an elementary or public or private secondary school; or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management.

How do I request FMLA leave?

Generally, to request FMLA leave you **must**:

- Follow your employer's normal policies for requesting leave;
- Give notice at least 30 days before your need for FMLA leave; or
- If advance notice is not possible, give notice as soon as possible.

You **do not have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You **must also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer may request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress.

What does my employer need to do?

If you are eligible for FMLA leave, your **employer must**:

- Allow you to take job-protected time off work for a qualifying reason;
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave; and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, your **employer must notify you in writing**:

- About your FMLA rights and responsibilities; and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call 1-866-487-9243 or visit dol.gov/fmla to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**



WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR



WH1420 REV 04/23

ADDENDA TO EMPLOYEE HANDBOOK

State Law Addenda: Policies by State

This Employee Handbook, accompanied by the state law addenda, contains the employment policies and practices of Rocketship in effect at the time of publication.

Rocketship reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook or to the state law addendum applicable to an employee's work location will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

CALIFORNIA ADDENDUM

This California Addendum ("Addendum") to the Rocketship Handbook is applicable to all School employees regularly working in California. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Handbook and shall apply as required by California or applicable local law.

Important Note: This Addendum, along with the Handbook, is a general guideline and is not a contract nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Handbook affects the at-will employment relationship described in the Handbook. Just as any employee has the right to end their employment with Rocketship at any time, for any reason or no reason, Rocketship has the right to terminate an employee's employment at any time, for any reason or no reason, with or without notice or cause. The relationship between Rocketship and each of its employees is at-will.

Rocketship reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Handbook should discuss them with the Human Resources Department.

Equal Employment Opportunity

Rocketship is an equal opportunity employer. In accordance with applicable law, we prohibit discrimination and harassment against employees, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns and volunteers based on their: race (including traits associated with race, such as hair texture and protective hairstyles), religious creed, color, national origin, citizenship status, ancestry, physical disability (including HIV/AIDS) or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex and gender (including pregnancy, childbirth, lactation and related medical conditions), gender identity and gender expression (including transgender individuals who are transitioning, have transitioned, or are perceived to be transitioning to the gender with which they identify), age (40 and over), sexual orientation, Civil Air Patrol status, military and veteran status, an individual's reproductive health decisions and any other consideration protected by federal, state or local law (collectively referred to as "Protected Characteristics"). Rocketship also prohibits discrimination and harassment on the basis of any combination of Protected Characteristics and on the basis of any perception that a person has or is associated with someone who has one or more Protected Characteristics.

For purposes of this policy, discrimination on the basis of "national origin" also includes discrimination against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States, as well as discrimination based upon any of the following: an individual's or individual's ancestors' actual or perceived physical, cultural or linguistic characteristics associated with a national origin group; marriage to or association with individuals of a national origin group; tribal affiliation; membership in or association with an organization identified with or seeking to promote the interests of a national origin group; attendance or participation in schools, churches, temples, mosques or other religious institutions generally used by persons of a national origin group; or a name that is associated with a national origin group. An

employee's or applicant for employment's immigration status will not be considered for any employment purpose except as necessary to comply with federal, state or local law.

Rocketship allows employees to self-identify their gender, name and/or pronoun, including gender-neutral pronouns. Rocketship will use an employee's gender or legal name as indicated on a government-issued identification document, only as necessary to meet an obligation mandated by law. Otherwise, Rocketship will identify the employee in accordance with the employee's current gender identity and preferred name.

Rocketship will not tolerate discrimination or harassment based upon these characteristics or any other characteristic protected by applicable federal, state or local law. Rocketship also does not retaliate or otherwise discriminate against applicants or employees who request a reasonable accommodation for reasons related to disability or religion. Our commitment to equal opportunity employment applies to all persons involved in our operations and prohibits unlawful discrimination and harassment by any employee, including supervisors and co-workers.

Anti-Harassment/Discrimination/Retaliation

(For employees working in California, this policy replaces the policy provided in the main Handbook.)

Rocketship is committed to providing a work environment free of sexual or any form of prohibited harassment, discrimination or retaliation based on any Protected Characteristics. In furtherance of this commitment, Rocketship provides harassment and discrimination training to its employees. Supervisors are required, as a condition of employment in such position, to complete at least two hours of sexual harassment training every two years. New supervisors must complete the sexual harassment training within six months of assuming a supervisory position. Non-supervisory employees must complete at least one hour of sexual harassment training every two years.

Rocketship maintains a strict policy prohibiting sexual harassment and harassment against employees, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns or volunteers based on any legally-recognized basis, including, but not limited to: race (including traits associated with race, such as hair texture and protective hairstyles), religious creed, color, national origin, ancestry, citizenship status, physical disability (including HIV/AIDS) or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex and gender (including pregnancy, childbirth, lactation and related medical conditions), gender identity and gender expression (including transgender individuals who are transitioning, have transitioned, or are perceived to be transitioning to the gender with which they identify), age (40 or over), sexual orientation, Civil Air Patrol status, military and veteran status, an individual's reproductive health decisions or any other consideration protected by federal, state or local law. c. Rocketship also prohibits discrimination and harassment on the basis of any combination of Protected Characteristics and on the basis of any perception that a person has or is associated with someone who has or is perceived to have one or more Protected Characteristics.

For purposes of this policy, discrimination on the basis of "national origin" also includes harassment against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States and based on any of the following: an individual's or individual's ancestors' actual or perceived physical, cultural or linguistic characteristics associated with a national origin group; marriage to or association with individuals of a national origin group; tribal affiliation; membership in or association with an organization identified with or seeking to promote the interests of a national origin group; attendance or participation in schools, churches, temples, mosques or other religious institutions generally used by persons of a

national origin group; or a name that is associated with a national origin group. All such harassment is prohibited.

This policy applies to all persons involved in our operations, including coworkers, supervisors, managers, temporary or seasonal workers, agents, clients, vendors, customers, or any other third party interacting with Rocketship ("third parties") and prohibits harassing conduct (as defined in this policy) by any employee or third party of Rocketship, including nonsupervisory employees, supervisors and managers. If such harassment occurs on Rocketship's premises or is directed toward an employee or a third party interacting with Rocketship, the procedures in this policy should be followed.

Sexual Harassment Defined

Sexual harassment includes unwanted sexual advances, requests for sexual favors or visual, verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made a term or condition of employment; or
- Submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment also includes various forms of offensive behavior based on sex and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct: leering; making sexual gestures; displaying sexually suggestive objects or pictures, cartoons, posters, websites, emails or text messages.
- Verbal conduct: making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about an employee's body or dress.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature; graphic verbal commentary about an individual's body; sexually degrading words to describe an individual; suggestive or obscene letters, notes or invitations.
- Physical conduct: touching, assault, impeding or blocking movements.
- Retaliation for reporting harassment or threatening to report sexual harassment.

An employee may be liable for harassment based on sex even if the alleged harassing conduct was not motivated by sexual desire. An employee who engages in unlawful harassment may be personally liable for harassment even if Rocketship had no knowledge of such conduct.

Other Types of Harassment

Harassment on the basis of any legally Protected Characteristic, as identified above, is prohibited. Prohibited harassment may include behavior similar to the illustrations above pertaining to sexual harassment. This includes conduct such as:

- Verbal conduct including threats, epithets, derogatory comments or slurs based on an individual's Protected Characteristics;

- Visual conduct, including derogatory posters, photographs, cartoons, drawings or gestures based on an individual's Protected Characteristics; and
- Physical conduct, including assault, unwanted touching or blocking normal movement because of an individual's Protected Characteristics.

Abusive Conduct Prevention

It is expected that Rocketship and persons in the workplace perform their jobs productively as assigned, and in a manner that meets all of management's expectations, during working times, and that they refrain from any malicious, patently offensive or abusive conduct including but not limited to conduct that a reasonable person would find offensive based on any of the protected characteristics described above. Examples of abusive conduct include repeated infliction of verbal abuse, such as the use of malicious, derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the intentional sabotage or undermining of a person's work performance.

Complaint Procedure.

Any employee who believes that they have been harassed, discriminated against, or subjected to retaliation or abusive conduct, by an employee, contract worker, customer, vendor or anyone else who does business with Rocketship, or who is aware of such behavior against others, should immediately report such conduct to their supervisor, any other member of management or Human Resources so that the matter can be promptly investigated. Employees may provide a verbal or written report. If an employee alleges that their supervisor or any other manager has engaged in harassing conduct or conduct that is otherwise believed to violate this policy, the employee must report the alleged conduct to Human Resources – reporting directly to the offending supervisor is not sufficient. Employees are not required to make a complaint directly to their immediate supervisor. Supervisors must immediately report any complaints of misconduct to the Director of Human Resources who will attempt to resolve issues internally. Failure of a supervisor to adhere to these guidelines could result in personal liability.

Do not allow an inappropriate situation to continue by not reporting it, regardless of who is creating the situation. No employee, contract worker, customer, vendor or other person who does business with this organization is exempt from the prohibitions in this policy.

All complaints of prohibited harassment or discrimination will be investigated timely, objectively, fairly and thoroughly by impartial, qualified personnel. Rocketship expects all employees to fully cooperate with any investigation conducted by Rocketship into a complaint of prohibited harassment, discrimination or retaliation, or regarding the alleged violation of any other School policies. Rocketship will maintain confidentiality surrounding the investigation to the extent possible and to the extent permitted under applicable federal and state law. The complaint process will be documented and tracked for reasonable progress and will be closed in a timely manner. Appropriate options for remedial actions and resolutions will be considered. Upon completion of the investigation, Rocketship will communicate its conclusion as soon as practical. If at the end of the investigation misconduct is found, appropriate remedial measures will be taken commensurate with the severity of the offense, up to and including termination of employment. If Rocketship determines that this policy has been violated, remedial action will be taken. Appropriate action will also be taken to deter any such conduct in the future.

The federal Equal Employment Opportunity Commission (EEOC) and the California Civil Rights Department (CRD) will accept and investigate charges of unlawful discrimination or harassment at no

charge to the complaining party. Information may be located by visiting the agency website at www.eeoc.gov or <https://calcivilrights.ca.gov>. **The CRD Sexual Harassment Prevention Training may be accessed here: <https://calcivilrights.ca.gov/shpt>**

Retaliation Prohibited.

Retaliation is prohibited against any person by another employee or by Rocketship for using Rocketship's complaint procedure, reporting prohibited discrimination or harassment or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Please contact a member of the Human Resources Department if you have any questions about this policy or require further information on the subject of sexual or other harassment or discrimination.

Hours of Work and Payroll Practices

Pay Periods and Paydays.

Rocketship's paydays are the 15th of each month and the last day of each month. The payroll period begins at 12:00 a.m. Sunday and ends the second Saturday thereafter at 11:59 p.m. You will be paid by check or direct deposit on the above-mentioned payday. If the regular payday falls on a School holiday, you will be paid on the last business day before the holiday.

Working Hours.

Exempt employees are paid for all hours worked, regardless of number, by their salaries. This means that when exempt employees need to work beyond their usual scheduled workday, there is no additional "overtime" compensation. Exempt full-time employees are expected to typically work at least an eight (8) hour workday, and longer, if necessary.

Nonexempt employees will be scheduled to work according to the needs of Rocketship, which will be communicated to them in advance. Non-exempt employees will be paid one and one-half times their regular rate of pay for all hours worked in excess of 40 hours in any workweek, for all hours worked in excess of eight hours up to and including 12 hours in any workday and for the first eight hours worked on the seventh consecutive day of work in a workweek. Additionally, employees will be paid double their regular rate of pay for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight hours on the seventh consecutive day of work in a workweek. Paid time off such as sick pay, holiday pay and vacation pay will not count toward hours worked for the purpose of determining overtime pay.

Rest and Meal Periods.

Meal and Rest Periods: Employees working more than five (5) hours in a work period are provided with a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the work period to start within the first five hours of work, unless they have elected to waive a meal period in accordance with Rocketship's policy and state law. . A Under certain circumstances, employees can voluntarily elect to waive a meal period, provided the employee and Rocketship mutually consent to the waiver in writing. Non-exempt employees who work more than ten (10) hours in a day are entitled to a second

unpaid, duty-free 30-minute meal period to start within the first 10 hours of work. Because meal periods are unpaid, non-exempt employees must record the start and stop times of their meal periods.

Non-exempt employees are also authorized and permitted to take a ten (10) minute rest period for every four (4) hours or major fraction thereof worked which should be scheduled towards the middle of each work period as practicable. Employees are prohibited from combining meal and rest period time. Employees may not accumulate rest periods or use rest periods as a basis for starting work late, leaving work early, or extending a meal period.

Employees are entitled, encouraged, and expected to take all meal periods provided under this policy. During meal periods, Rocketship will relieve employees of all duty and will not exercise control over employees' activities. Employees are free to spend their meal and rest period time as they choose and are free to leave the worksite but must be sure to return to work at the completion of the period. No supervisor or manager may impede or discourage employees from taking meal or rest periods provided under this policy.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees are required to document the start/end time of their meal periods, as well as certify they have taken their rest periods, on their time records each payroll period. Any employee who believes that they were not provided meal and rest periods that comply with this policy must immediately inform the Human Resources Department or another member of management.

Wage and Hour Complaint Procedure.

If any employee, exempt or non-exempt, has questions about deductions from their pay, believes they have been subjected to improper deductions or believes that the amount paid does not accurately reflect the employee's total hours worked or salary, they should report such concerns immediately to Human Resources. Such concerns will be investigated and if merited, will be immediately corrected. Rocketship will not retaliate against any employee for raising a good faith concern, or for cooperating in an investigation, even if the concerns do not reveal any errors or wrongdoing, and will not permit others to retaliate against such an employee.

Reimbursement of Business-Related Expenses

Under California law, employees are entitled to be reimbursed for all expenses they necessarily incur in the performance of their work duties. If Rocketship provides the employee with necessary equipment (for example, a cellular phone or laptop), the employee's use of their/their personal device is not reimbursable, because it was not necessary for the employee to use their/their own device. If you have a question about the use of personal property in connection with your job duties, please see Human Resources. Out-of-pocket expenses incurred by employees must be necessary and reasonable and reimbursement for such expenses should be promptly requested, using Rocketship's expense reimbursement process. Please refer to Rocketship's Employee Travel and Expense Reimbursement Policy and Cell Phone Reimbursement Policy for details and requirements for expense reimbursement. Such policies will be applied in full compliance with California law.

Personnel Files

California employees may receive, or may authorize a third-party to view or receive, a copy of the employee's personnel file and/or payroll records by submitting a written request to your Human Resources Team. The Human Resources Team will make the contents available within the time required by law, from the date of receipt of the written request. California employees may obtain the

pay scale for their current position by making a written request to Human Resources.

Substance Abuse—Supplement to Policy

Rocketship is committed to providing its employees with a safe and productive working environment. In keeping with this commitment, Rocketship maintains a strict policy against the use of alcohol, marijuana and the unlawful use of drugs in the workplace.

Consequently, you may not consume, use, possess, sell, purchase or transfer alcohol, marijuana or illegal drugs at any time while on Rocketship' premises or while using Rocketship vehicles or equipment, or at any location during work time. Also, you may not report to work with illegal drugs or alcohol in your bodily system. "Illegal drug" means any drug that is not legally obtainable or that is legally obtainable but has not been legally obtained. It includes prescription drugs not being used for prescribed purposes or by the person to whom it is prescribed or in prescribed amounts. It further includes any substance a person holds out to another as an illegal drug. Employees will not be in violation of this policy if they have non-psychoactive marijuana metabolites. Unless otherwise limited by state law, Rocketship prohibits the use of marijuana and marijuana products. Rocketship will take disciplinary action, up to and including termination, where the employee is impaired at work due to the use of medical or recreational marijuana or if marijuana or marijuana products are brought onto Rocketship property or in Rocketship-provided vehicles.

Any violation of this policy will result in disciplinary action, up to and including immediate termination of employment.

Employees are expected to cooperate with Rocketship' investigation of possible violations of this substance abuse policy. As part of this cooperation, you must report to your supervisor or the Human Resources Department, or other management personnel, any known or suspected violations of this policy. Refusal to cooperate with an investigation conducted under this policy will result in disciplinary action, up to and including termination of employment. Any testing done pursuant to such an investigation will be conducted in accordance with applicable law.

If you feel you have developed an addiction to, dependence upon or problem with alcohol or drugs, legal or illegal, you are strongly encouraged to seek assistance before a violation of this policy occurs. Any employee who requests time off to participate in a rehabilitation program will be reasonably accommodated. However, you may not avoid disciplinary action, up to and including immediate termination, by entering a rehabilitation program after a violation of this policy is suspected or discovered.

Paid Time Off (PTO) Policy

In addition to the information provided in the main Handbook, the following conditions apply to a California employee's use or accrual of PTO. Although Rocketship will make reasonable efforts to accommodate requests in scheduling PTO, except as otherwise required by law, all PTO not for reasons covered by a mandatory paid sick leave or paid time off law is scheduled subject to Rocketship's business needs and may be postponed when business needs require. With proper advance notice, Rocketship reserves the right to require employees to use accrued PTO at times designated by Rocketship.

No PTO is earned when you are on any unpaid leave of absence. PTO may be used only if it has been earned. Employees will be paid for PTO at their regular straight time rate of pay or base salary for the

approved PTO period. PTO days are not considered hours worked for purposes of calculating overtime. Employees may elect to use PTO at the beginning of an otherwise unpaid FMLA or CFRA leave period.

If a paid holiday falls within an employee's PTO period, the day will be treated as a holiday and not a PTO day.

State Benefits for Paid Family Care and Medical Leave

If you are on an approved leave of absence or an approved reduced work schedule to care for a family member (child, spouse, registered domestic partner, parent, parent-in-law, grandparent, grandchild or sibling) who is seriously ill and requires care or to bond with a new child during the first 12 months after the child's birth or after the placement of a child for adoption or foster care with the employee, you may apply for paid family leave benefits with the California Employment Development Department (EDD).

Paid family leave benefits are provided by the State of California and if approved, provide partial income replacement to an eligible employee. The paid family leave benefit offered by the state does not guarantee that you will be eligible to take a leave of absence or reduced work schedule. You must meet any applicable criteria specific to such leaves or reduced work schedules. You must follow the procedures in the Family Care and Medical Leave or Unpaid Leave of Absence policies in the main Employee Handbook to request a leave or reduced work schedule.

You are responsible for filing your claim and other forms promptly and accurately with the EDD. A claim form may be obtained from any office of the EDD by telephone, letter or in person or you can request a form from the EDD's website – www.edd.ca.gov.

If you plan an extended absence to care for a family member or bond with a new child, please notify Human Resources so that we may provide you with further information regarding this benefit.

Pregnancy Disability Leave and Accommodation

If you are disabled by pregnancy, childbirth or related medical conditions (including medical conditions relating to lactation), you are eligible to take a pregnancy disability leave ("PDL"). For purposes of this policy, employees are "disabled by pregnancy" when, in the opinion of their health care provider, they cannot work at all or are unable to perform any one or more of the essential functions of their job or to perform them without undue risk to themselves, the successful completion of their pregnancy or other persons as determined by a health care provider. The term "disabled" also applies to certain pregnancy-related conditions, such as severe morning sickness or the need to take time off for prenatal or postnatal care, bed rest, postpartum depression and the loss or end of pregnancy (among other pregnancy-related conditions that are considered to be disabling).

Employees who are affected by pregnancy may also be eligible to transfer to a less strenuous or hazardous position or to less strenuous or hazardous duties, if such a transfer is medically advisable and can be reasonably accommodated.

Employees are "affected by pregnancy" if they are pregnant or have a related medical condition and their health care provider has certified that it is medically advisable for the employee to temporarily transfer or to receive some other accommodation. Rocketship will provide a temporary transfer to a less-strenuous or -hazardous position or duties or other accommodation to an employee affected by

pregnancy if: the employee requests a transfer or other accommodation; the request is based upon the certification of a health care provider as "medically advisable"; and the transfer or other requested accommodation can be reasonably accommodated pursuant to applicable law. No additional position will be created, and Rocketship will not terminate another employee, transfer another employee with more seniority, or promote or transfer any employee who is not qualified to perform the new job as a part of the accommodation process.

Examples of reasonable accommodations include: (1) modifying work schedules to provide earlier or later hours; (2) modifying work duties, practices or policies; (3) providing time off; (4) providing furniture (such as stools) and modifying equipment and devices; and (5) providing additional break time for lactation or trips to the restroom. If time off or a reduction in hours is granted as a reasonable accommodation, Rocketship will consider the reduced hours/time off as pregnancy disability leave and deduct those hours from an employee's four-month leave entitlement.

Duration of Leave: An employee is entitled to up to four months (17½ weeks) of PDL while the employee is disabled by pregnancy, childbirth or related medical condition. For purposes of this policy, "four months" means time off for the number of days the employee would normally work within the four calendar months following the commencement date of taking a pregnancy disability leave. For a full-time employee who works five eight-hour days per week, or 40 hours per week, "four months" means 693 hours of leave entitlement, based on 40 hours per week times 17½ weeks.

Employee Notice Requirements: To be approved for PDL, a temporary transfer, or other reasonable accommodation you must provide sufficient notice so Rocketship can make appropriate plans – 30 days advance notice if the need for is foreseeable, otherwise as soon as practicable if the need is an emergency or unforeseeable.

Medical Certification: An employee is required to obtain a certification from their health care provider of their need for PDL, or the medical advisability of an accommodation or a transfer. Upon request, the Human Resources Department will provide you with a medical certification form that you can take to your doctor. As a condition of an employee's return from PDL, Rocketship requires the employee to obtain a release to return to work from their health care provider stating she is able to resume their original job duties.

Leave is Unpaid: PDL leave is unpaid. Rocketship encourages the use of any available sick time during any unpaid portion of PDL. Moreover, at the employee's option, the employee may use any accrued paid time off as part of their PDL before taking the remainder of their leave on an unpaid basis. The use of any paid leave will not extend the duration of the employee's PDL. Rocketship encourages employees to contact the EDD regarding eligibility for state disability insurance for the unpaid portion of their leave.

Leave Concurrent with Federal Family and Medical Leave and Consecutive with California Family Rights Act: If an employee is eligible for leave under the federal Family and Medical Leave Act or California Family Rights Act, PDL and FMLA or CFRA leave will run concurrently. Employees should refer to the family and medical leave policies in this Handbook for additional information.

Return to Work: If the employee and Rocketship have agreed upon a definite date of return from the leave of absence or transfer, the employee will be reinstated on that date if they notify Rocketship that they are able to return on that date. If the length of the leave of absence or transfer has not been established, or if it differs from the original agreement, the employee will be returned to work within

two business days, where feasible, after notifying Rocketship of their readiness to return.

Before employees will be allowed to return to work in their regular job following a leave of absence or transfer, they must provide Human Resources with a certification from their health care provider that they can safely perform all of the essential duties of the position, with or without reasonable accommodation. If employees do not provide such a release prior to or upon reporting for work, they will be sent home until a release is provided. This time before the release is provided will be unpaid. Employees will be returned to the same position upon the conclusion of their leave of absence or transfer unless the position ceases to exist. In cases where the employee's position no longer exists, Rocketship will provide a comparable position on the scheduled return date or within 60 calendar days of that return date. However, employees will not be entitled to any greater right to reinstatement than if they had not taken the leave.

To the extent required by law, some extensions beyond an employee's pregnancy disability leave entitlement may be granted when the leave is necessitated by an employee's injury, illness or "disability" as defined under the Americans with Disabilities Act and/or applicable state or local law.

Rocketship will not discriminate or retaliate against employees because they request or make use of leave, a transfer or other accommodations in accordance with this policy. This policy does not limit a pregnant employee's rights under any other policy or laws protecting gender, pregnancy and childbirth, or health conditions related to pregnancy or childbirth

Continuation of Health Insurance Benefits: Employees who participate in Rocketship's group health insurance plan shall continue to participate in the plan while on PDL under the same terms and conditions as if they were working. Employees should make arrangements with Human Resources for payment of their share of the insurance premiums. Benefit continuation under PDL is distinct from benefit continuation for employees who also take birth bonding leave under the CFRA.

Lactation Accommodation

Employees have the right to request lactation accommodation. Rocketship will provide a reasonable amount of break time for any employee who desires to express breast milk each time the employee has need to express milk. If possible, the break time should run concurrently with the employee's normally scheduled rest or break times. Any break time to express breast milk that does not run concurrently with your normally scheduled break time is unpaid for non-exempt employees. Employees will be relieved of all work-related duties during any unpaid break. When unpaid breaks or additional time are required, employees should work with their supervisor regarding scheduling and reporting the extra break time.

For lactation breaks when an employee is working at a physical location of Rocketship, a private (shielded from view and free from intrusion from co-workers and the public) lactation location will be provided and located close to your work area. The lactation location will comply with standards in accordance with state law. In addition, a refrigerator suitable for storing milk in close proximity to your workspace will be provided. If a refrigerator cannot be provided, Rocketship will provide another cooling device suitable for storing milk, such as an employer-provided cooler. A room or other location identified for lactation may also be used for other purposes. However, during times when an employee is using the location for lactation purposes, that use will take precedence over all other uses. Employees who have questions or concerns related to lactation room scheduling conflicts should contact their supervisor or Human Resources. Any non-exempt employee who is not provided with a break as requested to express milk, should immediately contact Human Resources.

Lactation is considered a pregnancy-related condition under California law.

Employees who desire lactation accommodations should contact Human Resources to request accommodations. If Rocketship cannot provide break time or a location that complies with this Lactation Accommodation policy, the employee requesting the accommodation will be notified in writing.

Rocketship prohibits discrimination or retaliation against employees who exercise their rights to lactation accommodation, including those who request time to express milk at work and/or who lodge a complaint related to the right to lactation accommodation. If you believe you have been denied reasonable break time or adequate space to express milk, or have otherwise been denied your rights related to lactation accommodation, you have the right to file a complaint with the Labor Commissioner.

Leaves of Absence

While regular attendance is crucial to maintain business operations, Rocketship recognizes that, for a variety of reasons, employees may need time off from work. Rocketship has available several types of leaves of absence. Some are governed by California law and others are discretionary. Unless otherwise provided for in the applicable leave policy or state law, the following guidelines apply to leaves of absence under Rocketship policy. For all planned leaves you must submit a request at least 30 days in advance whenever feasible; in case of an emergency, the request should be made as soon as you become aware of the need for leave. All leaves must have the approval of Rocketship management.

All requests for a leave of absence will be considered in light of their effect on Rocketship and its work requirements, as determined by Rocketship management, which reserves the right to approve or deny such requests in its sole discretion, unless otherwise required by law. You must provide a certification from your healthcare provider to support a leave for medical reasons. Failure to provide the required certification to Rocketship in a timely manner may result in delay or denial of leave. If you fail to return to work on the first workday following the expiration of an authorized leave and have not requested an extension, you will be deemed to have voluntarily resigned from Rocketship. If you are requesting an extension of a leave, you must request such extension and have it approved before the expiration of the currently approved leave.

While Rocketship will make a reasonable effort to return you to your former position or a comparable position following an approved leave of absence, there is no guarantee that you will be reinstated to your position, or any position, except as required by law.

All leaves are generally unpaid.

Use of PTO and/or paid sick leave during an otherwise unpaid leave will not extend the period of an approved leave of absence.

Holidays that fall during a leave of absence will not be paid.

Family and Medical Leave

FMLA and CFRA

Rocketship will grant family and medical leave in accordance with the requirements of applicable federal and state law in effect at the time the leave is granted. Although the federal and state laws have different names, Rocketship refers to the federal Family and Medical Leave Act (Fed-FMLA) and the

California Family Rights Act (CFRA) collectively as "FMLA Leave." In any case, employees will be eligible for the most generous benefits available under applicable law.

Employee Eligibility

To be eligible for FMLA Leave, employees must: (1) have been employed by Rocketship for a total of at least 12 months (not necessarily consecutive); (2) have worked at least 1,250 hours during the previous 12 months immediately prior to the start of the leave; and (3) (Fed-FMLA only) have worked at a location where at least 50 employees are employed by Rocketship within 75 miles of the employee's worksite, as of the date the leave is requested. Eligibility requirements may differ for employees who have been on a protected military leave of absence. If employees are unsure whether they qualify for FMLA Leave, they should contact Human Resources.

Reasons for Leave

Federal and state laws allow FMLA Leave for various reasons. Because employees' legal rights and obligations may vary depending upon the reason for the FMLA Leave, it is important to identify the purpose or reason for the leave. Fed-FMLA leave and CFRA leave run concurrently except for the following reasons: to care for a child without regard to age or dependency status, registered domestic partner, a child of a registered domestic partner, parent-in-law, grandparent, grandchild, sibling or designated person (CFRA only), incapacity due to pregnancy or prenatal care as a serious health condition (Fed-FMLA only), qualifying exigency leave as defined under the FMLA (Fed-FMLA only), qualifying exigency leave as defined under the CFRA (CFRA only) and military caregiver leave (Fed-FMLA only). Additionally, CFRA coverage for an employee's own serious health condition that also constitutes a disability under the California's Fair Employment and Housing Act (FEHA) is separate and distinct from FEHA protections. If the employee cannot return to work at the expiration of the CFRA leave, Rocketship will engage the employee in the interactive process to determine whether an extension of the leave would be a reasonable accommodation under the FEHA.

FMLA Leave may be used for one of the following reasons:

- The birth, adoption or foster care of an employee's child within 12 months following birth or placement of the child (Bonding Leave);
- To care for an immediate family member (spouse, child, parent and for CFRA Leave: registered domestic partner, child of a registered domestic partner, grandparent, grandchild, sibling or designated person) with a serious health condition (Family Care Leave);
- An employee's inability to work because of a serious health condition (Serious Health Condition Leave);
- A "qualifying exigency," as defined under the FMLA, arising from a spouse's, child's or parent's "covered active duty" as a member of the military reserves, National Guard or Armed Forces or as defined under the CFRA, related to the covered active duty or call to covered active duty of an employee's spouse, domestic partner, child, or parent in the Armed Forces of the United States (Qualifying Exigency Leave); or
- To care for a spouse, child, parent or next of kin (nearest blood relative) who is a "Covered Servicemember" (Military Caregiver Leave).

Definitions

"Child," for purposes of Bonding Leave and Family Care Leave, means a biological, adopted or foster child; a stepchild; a legal ward; or a child of a person standing in loco parentis, and for Fed-FMLA only, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical

disability, at the time that FMLA Leave is to commence. "Child," for purposes of Qualifying Exigency Leave and Military Caregiver Leave, means a biological, adopted or foster child; stepchild; legal ward; or a child for whom the person stood in loco parentis, and who is of any age.

"Parent," for purposes of this policy, means a biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the person. This term includes a parent-in-law for CFRA leave only. For Qualifying Exigency Leave taken to provide care to a parent of a deployed military member, the parent must be incapable of self-care as defined by the FMLA.

"Designated Person," for purposes of this policy means any individual related by blood or whose association with the employee is the equivalent of a family relationship. Employees may identify a designated person at the time they request CFRA leave. Employees are limited to one designated person per 12-month period.

"Covered Active Duty" means (1) in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and (2) in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty (or notification of an impending call or order to active duty) in support of a contingency operation as defined by applicable law.

"Covered Servicemember" means (1) a member of the Armed Forces, including a member of a reserve component of the Armed Forces, who is undergoing medical treatment, recuperation or therapy; is otherwise in outpatient status; or is otherwise on the temporary disability retired list, for a serious injury or illness incurred or aggravated in the line of duty while on active duty that may render the individual medically unfit to perform their military duties; or (2) a person who, during the five years prior to the treatment necessitating the leave, served in the active military, Naval or Air Service, and who was discharged or released under conditions other than dishonorable (a "veteran" as defined by the Department of Veteran Affairs), and who has a qualifying injury or illness incurred or aggravated in the line of duty while on active duty that manifested itself before or after the member became a veteran.

"Spouse" means a husband or wife. Husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state. For purposes of CFRA leave, a spouse includes a registered domestic partner or same-sex partners in marriage.

"Key employee" means a salaried Fed-FMLA Leave eligible employee who is among the highest paid 10 percent of all the employees employed by the employer within 75 miles of the employee's worksite at the time of the Fed-FMLA leave request.

"Serious health condition" means an illness, injury, impairment or physical or mental condition that involves either:

- Inpatient care (including, but not limited to, substance abuse treatment) in a hospital, hospice or residential medical care facility, including any period of incapacity (that is, inability to work, attend school or perform other regular daily activities) or any subsequent treatment in connection with this inpatient care; or
- Continuing treatment (including, but not limited to, substance abuse treatment) by a health care provider that includes one or more of the following:
 - A period of incapacity (that is, inability to work, attend school or perform other regular daily activities due to a serious health condition, its treatment or the recovery that it requires) of more than three consecutive calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves treatment two or more times via an in-person visit to a health care provider, or at least one visit to a health care provider that results in a regimen of continuing treatment under the supervision of the health care provider.
 - Any period of incapacity due to pregnancy or prenatal care (under the Fed-FMLA, but not the CFRA).
 - Any period of incapacity or treatment for incapacity due to a chronic serious health condition that requires periodic visits to a health care provider, continues over an extended period of time and may cause episodic incapacity.
 - A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective, such as Alzheimer's, a severe stroke and the terminal stages of a disease.
- Any period of absence to receive multiple treatments (including any period of recovery) by a health care provider either for (a) restorative surgery after an accident or other injury; or (b) a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment.

"Serious injury or illness" in the case of a current member of the Armed Forces, National Guard or Reserves is an injury or illness incurred by a covered servicemember in the line of duty on active duty (or that preexisted the member's active duty and was aggravated by service in the line of duty on active duty) in the Armed Forces that may render the person medically unfit to perform the duties of their office, grade, rank or rating. In the case of a covered veteran, "serious injury or illness" means an injury or illness that was incurred in the line of duty on active duty (or existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty) and that manifested itself before or after the member became a veteran.

"Qualifying exigency" for Fed-FMLA is defined by the Department of Labor and for CFRA is defined by the California Unemployment Insurance Code and generally includes events related to short-notice deployment, military ceremonies, support and assistance programs, changes in childcare, school activities, financial and legal arrangements, counseling and post-deployment activities. Qualifying Exigency Leave may also be used to spend up to 15 days with military members who are on short-term, temporary, rest and recuperation leave during their period of deployment.

Length of Leave

If the reason for leave is common to both Fed-FMLA and CFRA and, therefore, running concurrently, the maximum amount of FMLA Leave will be 12 workweeks in any 12-month period. If the reason for leave is not common to both Fed-FMLA and CFRA and, therefore, not running concurrently, then an eligible employee may be entitled to additional leave under applicable law.

The applicable "12-month period" utilized by Rocketship is a rolling 12-month period measured backward from the date an employee uses their FMLA leave. Under this method the 12-month period is measured backward from the day the employee uses any FMLA leave.

The maximum amount of Fed-FMLA Leave for an employee wishing to take Military Caregiver Leave will be a combined leave total of 26 workweeks in a single 12-month period. A "single 12-month period" begins on the date of the employee's first use of such leave and ends 12 months after that date. If both spouses work for Rocketship and are eligible for leave under this policy, under the Fed-FMLA, the spouses will be limited to a total of 26 workweeks off between the two when the leave is for Military Caregiver Leave only or is for a combination of Military Caregiver Leave, Bonding Leave and/or Family Care Leave taken to care for a parent.

To the extent required by law, leave beyond an employee's FMLA Leave entitlement will be granted when the leave is necessitated by an employee's work-related injury or illness, a pregnancy-related disability or a "disability" as defined under the Americans with Disabilities Act (ADA) and/or the Fair Employment and Housing Act (FEHA). When the reason for CFRA leave was the employee's serious health condition, which also constitutes a "disability" under the FEHA and the employee cannot return to work at the conclusion of the CFRA leave, Rocketship will engage in an interactive process to determine whether an extension of leave would constitute a reasonable accommodation under the FEHA.

Intermittent or Reduced Schedule Leave

Under some circumstances, employees may take FMLA Leave intermittently, which means taking leave in blocks of time or reducing the employee's normal weekly or daily work schedule. An employee may take leave intermittently or on a reduced schedule whenever it is medically necessary to care for the employee's child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, registered domestic partner or designated person with a serious health condition or because the employee has a serious health condition. The medical necessity of the leave must be determined by the health care provider of the person with the serious health condition.

Intermittent or reduced schedule leave may also be taken for absences where the employee or their family member is incapacitated or unable to perform the essential functions of the job because of a chronic serious health condition, even if the person does not receive treatment by a health care provider.

Leave due to military exigencies may also be taken on an intermittent basis.

Leave taken intermittently may be taken in increments of no less than one hour. Employees who take leave intermittently or on a reduced work schedule basis for planned medical treatment must make a reasonable effort to schedule the leave so as not to unduly disrupt Rocketship's operations. Please contact Human Resources prior to scheduling medical treatment. If FMLA Leave is taken intermittently or on a reduced schedule basis due to planned medical treatment, we may require employees to transfer temporarily to an available alternative position with an equivalent pay rate and benefits, including a part-time position, to better accommodate recurring periods of leave.

If an employee using intermittent leave or working a reduced schedule finds it physically impossible to start or stop work mid-way through a shift in order to take CFRA leave and is therefore forced to be absent for the entire shift, the entire period will be counted against the employee's CFRA entitlement. However, if there are other aspects of work that the employee is able to perform that are not physically

impossible, then the employee will be permitted to return to work, thereby reducing the amount of time to be charged to the employee's CFRA entitlement.

CFRA leave for Bonding Leave does not have to be taken in one continuous period of time, but the minimum duration is two weeks. However, Rocketship will grant a request for CFRA leave lasting less than two weeks' twice during the 12-week period. Bonding Leave must be concluded within one year of the birth or placement of the child.

Notice and Certification

Bonding, Family Care, Serious Health Condition and Military Caregiver Leave Requirements

- Employees are required to provide:
 - When the need for the leave is foreseeable, 30 days' advance notice or such notice as is both possible and practical if the leave must begin in fewer than 30 days (normally this would be the same day the employee becomes aware of the need for leave or the next business day);
 - When the need for leave is not foreseeable, notice within the time prescribed by Rocketship's normal absence reporting policy, unless unusual circumstances prevent compliance, in which case notice is required as soon as is otherwise possible and practical;
 - When the leave relates to medical issues, a completed Certification of Health Care Provider form within 15 calendar days (for Military Caregiver Leave, an invitational travel order or invitational travel authorization may be submitted in lieu of a Certification of Health Care Provider form);
 - Periodic recertification (as allowed by law); and
 - Periodic reports during the leave.

In addition to other notice provisions, employees requesting leave for CFRA qualifying reasons must respond to any questions designed to determine whether an absence is potentially qualifying for leave under this policy. Failure to respond to permissible inquiries regarding the leave request may result in denial of CFRA leave protections. Similarly, an employee or the employee's spokesperson may be required to provide additional information needed to determine whether a requested leave qualifies for Fed-FMLA protections. An employee's failure to adequately explain the reason for the leave may result in the denial of Fed-FMLA protections.

Certification forms are available from Human Resources. At Rocketship's expense, we may require a second or third medical opinion regarding the employee's own serious health condition or the serious health condition of an employee's family member for Fed-FMLA purposes and, for CFRA purposes, the employee's own serious health condition. In limited cases, we may require a second or third opinion regarding the injury or illness of a Covered Servicemember. Employees are expected to cooperate with Rocketship in obtaining additional medical opinions that we may require.

When leave is for planned medical treatment, employees must try to schedule treatment so as not to unduly disrupt Rocketship's operation. Please contact Human Resources prior to scheduling planned medical treatment.

If an employee does not produce the certification as requested, the FMLA leave will not be protected.

Recertification After Grant of Leave

In addition to the requirements listed above, if an employee's Fed-FMLA leave is certified, Rocketship may later require medical recertification in connection with an absence that the employee reports as qualifying for Fed-FMLA leave. For example, Rocketship may request recertification if (1) the employee requests an extension of leave; (2) the circumstances of the employee's condition as described by the previous certification change significantly (e.g., employee absences deviate from the duration or frequency set forth in the previous certification; employee's condition becomes more severe than indicated in the original certification; employee encounters complications); or (3) Rocketship receives information that casts doubt upon the employee's stated reason for the absence. In addition, Rocketship may request recertification in connection with an absence after six months have passed since the employee's original certification, regardless of the estimated duration of the serious health condition necessitating the need for leave. Any recertification requested by Rocketship will be at the employee's expense.

In addition to the requirement listed above, a recertification under the CFRA may only be requested at the expiration of the time period in the original certification for time off for the employee's own serious health condition.

If an employee does not produce the recertification as requested, the leave will not be CFRA protected.

Qualifying Exigency Leave Requirements

Employees are required to provide:

- As much advance notice as is reasonable and practicable under the circumstances;
- A copy of the covered servicemember's active duty orders when the employee requests leave and/or documentation (such as Rest and Recuperation leave orders) issued by the military setting forth the dates of the servicemember's leave; and
- A completed Certification of Qualifying Exigency form within 15 calendar days, unless unusual circumstances exist to justify providing the form at a later date.

Certification forms are available from Human Resources.

Failure to Provide Notice or Certification and to Return from Leave

Absent unusual circumstances, failure to comply with these notice and certification requirements may result in a delay or denial of the leave. If an employee fails to return to work at the leave's expiration and has not obtained an extension of the leave, Rocketship may presume that the employee does not plan to return to work and has voluntarily terminated their employment.

Compensation During Leave

Generally, FMLA Leave is unpaid. However, employees may be eligible to receive benefits through state-sponsored programs or Rocketship's sponsored wage-replacement benefit programs. Employees may also choose to use accrued vacation and sick leave, to the extent permitted by law and Rocketship's policy. If employees elect to have wage-replacement benefits and accrued paid leave integrated, the integration will be arranged such that employees will receive no greater compensation than their regular compensation during this period. Rocketship may require employees to use accrued vacation to cover some or all of FMLA Leave. However, Rocketship will only require employees to use accrued vacation, if the FMLA leave is otherwise unpaid. FMLA leave is not unpaid if the employee is receiving state disability insurance, short or long term disability payments pursuant to an employer

provided plan, or is receiving Paid Family Leave through the state. The use of paid benefits will not extend the length of FMLA Leave.

Benefits During Leave

Rocketship will continue making contributions to employees' group health benefits during their leave on the same terms as if the employees had continued to actively work. This means that if employees want their benefits coverage to continue during their leave, they must also continue to make the same premium payments that they are now required to make for themselves or their dependents. Employees taking leave for a reason that is common to both Fed-FMLA and CFRA and, therefore, leave is running concurrently, will generally be provided with group health benefits for a 12-workweek period. When employees take leave for a reason that is not common to both Fed-FMLA and CFRA and, therefore, leave is running consecutively, Rocketship will continue the employee's health insurance benefits for up to a maximum of 12 workweeks in a 12-month period during each applicable leave. Employees taking Military Caregiver Leave may be eligible to receive group health benefits coverage for up to a maximum of 26 workweeks. In some instances, Rocketship may recover premiums it paid on an employee's behalf to maintain health coverage if the employee fails to return to work following FMLA Leave.

An employee's length of service will remain intact, but benefits such as vacation and sick leave may not accrue while on an unpaid FMLA Leave.

Job Reinstatement

Under most circumstances, employees will be reinstated to the same position they held at the time of the leave or to an equivalent position with equivalent pay, benefits and other terms and conditions of employment. If an employee becomes unqualified during CFRA leave as a result of not attending a necessary course, or renewing a license, the employee will be given a reasonable opportunity to fulfill those conditions upon returning to work. Further, Rocketship may grant an employee's request to work a different shift, in a different or better position, or in a different location, that is better suited to the employee's personal needs upon returning from CFRA leave. Rocketship will also consider a reasonable accommodation under the FEHA if the employee is returning from CFRA leave for their own serious health condition. However, employees have no greater right to reinstatement than if they had been continuously employed rather than taken leave. For example, if an employee would have been laid off or their position would have been eliminated even if they had not gone on leave, then the employee would not be entitled to reinstatement. However, if an employee has been replaced or the employee's position was restructured to accommodate the employee absence, the employee is entitled to reinstatement.

Prior to being allowed to return to work, an employee wishing to return from a Serious Health Condition Leave must submit an acceptable release from a health care provider that certifies the employee is able to resume work. For an employee on intermittent or reduced schedule FMLA Leave, such a release may be required up to once every 30 days if reasonable safety concerns exist regarding the employee's ability to perform their duties, based on the serious health condition for which the employee took the intermittent or reduced schedule leave.

For Fed-FMLA purposes only, key employees may be subject to reinstatement limitations in some circumstances. If employees are considered a "key employee," those employees will be notified of the possible limitations on reinstatement at the time the employee requests a leave of absence, or when leave begins, if earlier.

Confidentiality

Documents relating to medical certifications, recertifications or medical histories of employees or employees' family members will be maintained separately and treated as confidential medical records, except that in some legally recognized circumstances, the records (or information in them) may be disclosed to supervisors and managers, first aid and safety personnel or government officials.

Fraudulent Use of FMLA Leave Prohibited

An employee who fraudulently obtains FMLA Leave from Rocketship is not protected by the Fed-FMLA's or the CFRA's job restoration or maintenance of health benefits provisions. In addition, Rocketship will take all available appropriate disciplinary action against an employee due to such fraud.

Nondiscrimination

Rocketship takes its FMLA Leave obligations very seriously and will not interfere with, restrain or deny the exercise of any rights provided by the Fed-FMLA or the CFRA. We will not terminate or discriminate against any individual for opposing any practice or because of involvement in any proceeding related to the Fed-FMLA or CFRA. If an employee believes that their Fed-FMLA or CFRA rights have been violated in any way, they should immediately report the matter to Human Resources.

California Paid Sick Leave

Eligibility: Rocketship provides paid sick leave to temporary employees, and part-time employees who are regularly scheduled to work less than thirty (30) hours per week and who work for Rocketship in California. **For employees who work in California and who are eligible for sick time under any other applicable sick time/leave law or ordinance or policy, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other applicable sick time/leave law or ordinance or policy.**

Amount: All employees will begin to accrue up to 5 workdays or 40 hours whichever is more of paid sick leave on July 1 of each year (or on their hire date, if after July 1). Unused paid sick leave under this policy will not be paid at separation. However, if you are rehired within one year, your unused sick leave time will be reinstated.

Usage: Paid sick leave may be used in a minimum increment of two (2) hours for each use. All employees may use up to five (5) workdays or forty (40) hours of paid sick leave in any year.

Paid sick leave may be used for the following reasons:

- 1) For diagnosis, care, or treatment of an existing health condition of, or preventive care for, an employee or an employee's family member.
- 2) To serve on an inquest jury or jury trial.
- 3) To appear in court to comply with a subpoena or other court order as a witness in any judiciary proceeding.
- 4) The employee or the employee's family member is a victim (as defined below) and attending judicial proceedings related to that crime, including, but not limited to, any delinquency proceeding, a post-arrest release decision, plea, sentencing, postconviction release decision, or any proceeding where a right of that person is an issue. For purposes of this reason for use only, a "victim" means a person against whom a violent felony, serious felony, and/or felony theft or embezzlement is committed. Additionally, it includes a person who suffers direct or threatened

physical, psychological, or financial harm due to the commission or attempted commission of the following crimes or delinquent acts: vehicular manslaughter while intoxicated; felony child abuse likely to produce great bodily harm or a death; assault resulting in the death of a child under eight years old; felony domestic violence; felony physical abuse of an elder or dependent adult; felony stalking; solicitation for murder; a serious felony; hit-and-run causing death or injury; felony driving under the influence causing injury; or sexual assault.

- 5) For an employee or the employee's family member who is a victim of a qualifying act of violence and time off is needed to:
- a) Obtain or attempt to obtain any relief (e.g., a temporary restraining order, restraining order or other injunctive relief) to help ensure the health, safety or welfare of the victim, their child, or a family member;
 - b) Seek, obtain, or assist a family member to seek or obtain, medical attention for or to recover from injuries caused by a qualifying act of violence;
 - c) Seek, obtain, or assist a family member to seek or obtain, services from a domestic violence shelter, program, rape crisis center, or victim services organization as a result of a qualifying act of violence;
 - d) Seek, obtain, or assist a family member to seek or obtain, psychological counseling or mental health services related to an experience of a qualifying act of violence;
 - e) Participate in safety planning and take other actions to increase safety from future qualifying acts of violence;
 - f) Relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or daycare;
 - g) Provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
 - h) Seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
 - i) Prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
 - j) Seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this policy, a "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime against the employee or their family member: (a) domestic violence; (b) sexual assault; (c) stalking; or (d) an act, conduct, or pattern of conduct that includes any of the following: in which an individual causes bodily injury or death to another individual; in which an individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or in which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice: Notice to your supervisor may be given orally or in writing. If the need for paid sick leave is foreseeable, the teammate must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the teammate must provide notice of the need for the leave as soon as practicable.

Payment: Eligible employees will receive payment for paid sick leave, at the same wage as the teammate normally earns during regular work hours unless otherwise required by applicable law, by the next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Enforcement & Retaliation: Retaliation or discrimination against an employee who requests paid sick days or uses paid sick days, or both, is prohibited, and teammates may file a complaint with the Labor Commissioner against an employer who retaliates or discriminates against the employee.

Reproductive Loss Leave

Employees with at least 30 days' service will be granted up to five (5) days of unpaid leave following a reproductive loss, which includes a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction. Employees may use a maximum of twenty (20) days of leave under this policy per twelve-month period, which is determined on a calendar year (January – December). Leave under this policy must be taken within three (3) months of the reproductive loss event. For a reproductive loss event that spans multiple days, the event is deemed to occur on the final day of the event. If an employee is on, or chooses to go on, a leave of absence under state or federal law (including California Family Rights Act leave or pregnancy disability leave), either prior to or immediately following a reproductive loss event, the employee must complete reproductive loss leave within three months of the end date of the other leave. . Employees may take leave under this policy on nonconsecutive days. Leave under this policy is unpaid, but Employees may use any available paid sick leave, vacation, or PTO. Leave under this policy is available upon request to Human Resources. All information provided by an employee regarding the need for leave under this policy will be kept confidential.

Workers' Compensation Leave

Any employee who is unable to work due to a work-related injury or illness and who is eligible for Workers' Compensation benefits will be provided an unpaid leave for the period required. The first 12 weeks will be treated concurrently as a family and medical leave for eligible employees. Group health benefits will be maintained for covered employees during leave to the extent required by law.

Jury Duty Leave

U.S. citizens have a civic obligation to provide jury duty service when called. You will be granted a leave of absence without pay for this purpose, provided you give your manager reasonable advance notice. Please bring in your jury duty notice as soon as you receive it so that appropriate arrangements can be made to cover your duties. You are required to call in or report for work on those days or parts of days when your presence in court is not required. Different compensation rules may apply to exempt employees. For further information, contact Human Resources.

Witness Duty Leave

If you are required by law to appear in court as a witness, you may take unpaid time off for such purpose provided you give your manager reasonable advance notice. Written evidence such as a subpoena must be provided. For further information, contact Human Resources.

Leave for Victims of Violence

Unpaid time off is available to victims of a qualifying act of violence. "Qualifying act of violence" means domestic violence, sexual assault, stalking, or an act, conduct, or pattern of conduct in which a third party causes bodily injury or death to another individual; exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death. Rocketship will also provide time off to any employee who is the victim or the family member of a victim so they can attend judicial proceedings related to that crime. For an employee seeking time off to attend judicial proceedings under this policy, a "victim" also includes a person against whom a violent felony, serious felony, and/or felony theft or embezzlement is committed. Additionally, it includes a person who suffers direct or threatened physical, psychological, or financial harm due to the commission or attempted commission of the following crimes or delinquent acts: vehicular manslaughter while intoxicated; felony child abuse likely to produce great bodily harm or a death; assault resulting in the death of a child under eight years old; felony domestic violence; felony physical abuse of an elder or dependent adult; felony stalking; solicitation for murder; a serious felony; hit-and-run causing death or injury; felony driving under the influence causing injury; and sexual assault.

Employees should give Rocketship reasonable notice of the need for leave, unless advance notice is not feasible. When an unscheduled absence occurs, Rocketship may require the employee to provide written certification of the need for time off. Any of the following will be considered sufficient certification: a police report indicating the employee or the employee's family member was a victim; a court order protecting or separating the employee or the employee's family member from the perpetrator of the qualifying act of violence, or other evidence from a court or prosecuting attorney that the employee or the employee's family member has appeared in court; documentation from a licensed medical professional, domestic violence counselor, sexual assault counselor, victim advocate, licensed health care provider or counselor that the employee or the employee's family member was undergoing treatment or seeking or receiving services directly related to the qualifying act of violence; or any other form of documentation that reasonably verifies that the qualifying act of violence occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for an authorized purpose.

Additionally, an employee who is a victim or has a family member who is a victim may take time off for any of the following reasons: (1) to seek or obtain, or assist a family member to seek or obtain, medical attention for injuries caused by a qualifying act of violence; (2) to seek or obtain, or assist a family member to seek or obtain, services from a domestic violence shelter, program, rape crisis center or victim services organization or agency as a result of a qualifying act of violence; (3) to seek or obtain, or assist a family member to seek or obtain, psychological counseling or mental health services related to an experience of a qualifying act of violence; (4) to participate in safety planning and take other actions to increase safety from future qualifying acts of violence; (5) to relocate or engage in the process of securing a new residence due to the qualifying act of violence (this includes securing temporary or permanent housing or enrolling children in a new school or childcare); (6) to provide care to a family member who is recovering from injuries caused by a qualifying act of violence; (7) to seek or obtain, or assist a family member to seek or obtain, civil or criminal legal services in relation to the qualifying act of violence; (8) to prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; and (9) to seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

If the reason for the leave is also covered by the federal Family and Medical Leave Act (FMLA) and/or the California Family Rights Act (CFRA), the leave pursuant to this policy and FMLA/CFRA will run concurrently. The total length of leave under this policy is limited to 12 weeks.

Rocketship will not discriminate or retaliate against any employee because of the employee's or the employee's family member's status as a victim, if the employee provides Rocketship notice of such status, Rocketship has actual knowledge of such status, or the employee takes or requests leave in accordance with this policy.

Bone Marrow and Organ Donation Leave

Rocketship will provide paid time off to employees for bone marrow or organ donation. You may take up to thirty (30) business days in a one-year period for the purposes of organ donation and up to five (5) business days in a one-year period for the purposes of bone marrow donation. An additional unpaid leave of up to 30 business days in a 12-month period may be granted to an employee donating an organ.

To be eligible, employees must have been employed with Rocketship for 90 continuous days immediately preceding the commencement of leave. You are asked to provide reasonable advance notice of the need for leave, and Rocketship may request documentation to confirm that the leave was used for donation purposes and the donation was medically necessary. You will be required to use accrued PTO or paid sick leave during such leave, to the extent allowed by law. Upon return from leave you will generally be returned to your former position or a comparable position, as required by law. Bone marrow/organ donation leave is independent from and does not run concurrently with leave under the FMLA and CFRA leave. Employees are protected against retaliation for participating in this leave of absence.

School Visitation Leave: Family- School Partnership Act

California employees who are Parents, guardians, stepparents, foster parents, grandparents, or an employee who stands in loco parentis to a child may take off up to 40 hours each calendar year as School Visitation Leave. Such leave can be taken to participate in Rocketship activities of the employee's child in a licensed child care facility or grades K-12. The hours that may be taken in any one calendar month to participate in school activities may not exceed eight. School Visitation Leave can also be taken to address the following child care provider or school emergencies: Rocketship or child care provider has requested the child be picked up or has an attendance policy, excluding planned holidays, that prohibits the child from attending or requires the child be picked up; behavioral or discipline problems; natural disasters; or closure or unexpected unavailability of Rocketship or child care provider, excluding planned holidays.

School Visitation Leave is unpaid. Employees must use available accrued PTO during this leave. Reasonable advance notice must be provided. Documentation from Rocketship or licensed child care provider verifying your attendance may also be requested.

Parents or guardians are also entitled to unpaid time off, upon reasonable notice, when required to appear at their child's school because the child has been suspended for certain offenses related to the disruption of school activities or the use of obscenities, vulgarity or profanity.

Leave for Voluntary Emergency Workers

If you are a registered volunteer firefighter, reserve peace officer, or emergency rescue personnel who intends to perform emergency duty during work hours, please alert your supervisor so Rocketship is

aware of the fact that the teammate may have to take time off to perform emergency duty. In the event any teammate needs to take time off for this type of emergency duty, a supervisor must be notified before leaving work. All time off for these purposes is unpaid.

Registered volunteer firefighters, reserve peace officers or emergency rescue personnel are eligible to take temporary unpaid leaves of absence for fire or law enforcement training not to exceed 14 days per calendar year.

Civil Air Patrol Leave

Rocketship will not discriminate against an employee for membership in the Civil Air Patrol. Additionally, Rocketship will not retaliate against an employee for requesting or taking Civil Air Patrol leave.

Rocketship will provide not less than 10 days per year of leave but no more than 3 days at a time to teammates who are volunteer members of the California Wing of the Civil Air Patrol. Employees must have been employed by Rocketship for at least 90 days immediately preceding the commencement of leave, and must be duly directed and authorized by a political entity that has the authority to authorize an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must request leave with as much notice as possible in order to respond to an emergency operational mission of the California Wing of the Civil Air Patrol.

Literacy Leave

Employees may be permitted to take unpaid leave to participate in an adult education program for literacy assistance. If employee needs time off to attend such a program, they should inform their direct supervisor or Human Resources and make a request. Rocketship will make reasonable accommodations for the employee by providing unpaid time off or an adjusted work schedule, provided the accommodation does not impose an undue hardship on Rocketship. Rocketship will make reasonable efforts to safeguard the privacy of the employee's enrollment in an adult education program.

Military Spouse Leave

Employees who work an average of at least 20 hours per week may take up to 10 days of unpaid leave when a spouse (or registered domestic partner) returns on leave from military duty under certain circumstances. To qualify for leave, the military spouse or domestic partner (the "military member") must be a member of the Armed Forces of the United States, the National Guard or Reserves, who is returning from deployment during a period of military conflict. If the military member is in one of the Armed Forces of the United States, then the member must also have been deployed to an area designated as a combat theater or combat zone by the President of the United States. In addition, employees must provide notice of the intention to take leave within 2 business days of receiving official notice that the military member will be returning on leave and provide written documentation certifying that the military member will be on leave from deployment.

This time off is unpaid; however, employees may use any accrued PTO during this leave. This leave does not affect any other leave-of-absence rights employees may otherwise have under other state or federal laws. Additionally, employees who take this leave are protected by law from retaliation for requesting or taking this leave.

Rehabilitation Leave

Employees who voluntarily wish to enter and participate in an alcohol or drug rehabilitation program may be provided with unpaid time off for Rehabilitation Leave, provided it does not impose an undue hardship on Rocketship. Any requests for Rehabilitation Leave must be prior to any violation of Rocketship' internal drug and alcohol policies. An employee may use accrued sick time or vacation/PTO time during Rehabilitation Leave.

Rocketship' support for treatment and rehabilitation does not obligate Rocketship to employ any person who violates Rocketship' drug and alcohol abuse policy or who, because of current use of drugs or alcohol, is unable to perform their duties or cannot perform the duties in a manner that would not endanger the employee's own health or safety or the health or safety of others.

Voting Leave

Rocketship encourages all employees to fulfill their civic responsibilities and to vote in official public elections. Most employees' schedules provide sufficient time to vote either before or after working hours.

Any employees who do not have sufficient time outside of working hours to vote in a statewide public election, while the polls are open, may take up to two hours off from work, without loss of pay. Any additional time off will be without pay. Employees must take the time off at the beginning or end of their regular work schedule, whichever allows the most free time for voting and the least amount of time off from work, unless mutually agreed otherwise.

Employees must provide at least two working days' notice of the need for leave when, on the third working day prior to the election day, the employee knows or has reason to believe they will need time off to vote on election day. Otherwise, employees must give reasonable notice of the need to have time off to vote.

Election Officer Leave

Rocketship will not terminate, suspend or otherwise discriminate against employees who miss work to serve as an election officer on Election Day.

Time off under this policy will be unpaid.

Rocketship asks that employees provide reasonable advance notice of the need for time off to serve as an election official, so that the time off can be scheduled to minimize disruption to normal work schedules.

Proof of having served as an election official may be required.

State of Emergency Leave

Rocketship will not take or threaten to take adverse action against any employee for refusing to report to, or leaving, a workplace or worksite within an area covered by the State of Emergency or impacted by an emergency condition because the employee has a reasonable belief that the workplace or worksite is unsafe or prevent any employee from accessing their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety.

“Emergency condition” means the existence of either of the following but does not include a health pandemic: (i) conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or (ii) an order to evacuate a workplace, a worksite, a worker’s home, or the school of a worker’s child due to natural disaster or a criminal act.

Opportunity to Work

This policy applies to eligible employees working in Rocketship locations in San Jose, California. Before hiring additional employees, subcontractors, or temporary service or staffing agency employees to work in a San Jose location, Rocketship will offer additional available hours of work to existing non-exempt, part-time employees at the same San Jose location who, in the Rocketship’s good faith and reasonable judgment, have the skills and experience to perform the work. Rocketship will use a transparent and nondiscriminatory process to distribute the hours of work among existing eligible employees. Rocketship is not required to offer such hours to any employee whose acceptance of such hours would require the employee to be compensated at an overtime or other premium rate of pay. Rocketship will administer this policy in a manner that is intended to comply with the San Jose Opportunity to Work Ordinance. Rocketship will not tolerate retaliation against any employee for exercising rights available under this policy.

Mandated Reporter Obligations

In California, certain professionals are required to report known or suspected child abuse. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are considered “mandated reporters” by law. As an employee of a Rocketship school, or an employee of the Rocketship National office who has regular contact with children, you are a mandated reporter. A mandated reporter must make a report to a “child protective agency” such as the Department of Family and Children’s Services and local law enforcement whenever, in their professional capacity and within the scope of employment, they have knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been a victim of child abuse.

This “Mandated Reporter Policy” is intended to educate Rocketship school employees of their responsibilities and rights under the Child Abuse and Neglect Reporting Act (Act), as well as the procedures for complying with the Act.

When Must You Report?

The Act requires a report to be made when a mandated reporter has a “reasonable suspicion” of abuse. According to CA Penal Code § 11166(a)(1) “reasonable suspicion” means that it is “objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on their training and experience, to suspect child abuse or neglect.”

The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

Under applicable law, when the victim is a child (ordinarily a person under the age of eighteen [18]), the following types of abuse must be reported by all legally mandated reporters.

The perpetrator can be any adult or child, with the exception of a “mutual affray between minors” (i.e., a school yard fight).

Physical Abuse

Physical Abuse means non-accidental bodily injury that has been or is being willfully inflicted on a child. It includes willful harming or injuring of a child or endangering of the person or health of a child defined as a situation where any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation such that their person or health is endangered.

Severe Physical Abuse

Severe Physical Abuse includes any single act of abuse which causes physical trauma of sufficient severity that, if left untreated, would cause permanent physical disfigurement, permanent physical disability, or death; any single act of sexual abuse which causes significant bleeding, deep bruising, or significant external or internal swelling; or repeated acts of physical abuse, each of which causes bleeding, deep bruising, significant external or internal swelling, bone fracture, or unconsciousness.

Neglect

Neglect means the negligent treatment or maltreatment of a child by acts or omissions by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, including physical and/or psychological endangerment. The term includes both severe and general neglect.

Severe Neglect

Severe Neglect includes the negligent failure to protect a child from severe malnutrition or medically diagnosed non-organic failure to thrive and/or to permit the child or the child's health to be endangered by intentional failure to provide adequate food, clothing, shelter or medical care.

General Neglect

General Neglect includes the failure to provide adequate food, shelter, clothing, and/or medical care, supervision when no physical injury to the child occurs.

NOTE: A child receiving treatment by spiritual means or not receiving specified medical treatment for religious reasons, shall not for that reason alone be considered a neglected child. An informed and appropriate medical decision made by a parent or guardian after consultation with a physician or physicians who have examined the child does not constitute neglect. See Assessment of Medical Neglect.

Sexual Abuse

Sexual Abuse is the victimization of a child by sexual activities including, but not limited to sexual assault, rape (statutory rape and rape in concert), incest, sodomy, lewd and lascivious acts upon a child

under fourteen (14) years of age, oral copulation, penetration of a genital or anal opening by a foreign object, child molestation and unlawful sexual intercourse. Also, please be aware that it is sexual abuse if the parent or guardian has failed to adequately protect the child from sexual abuse when the parent or guardian knew or reasonably should have known that the child was in danger of sexual abuse.

Sexual Exploitation

Sexual Exploitation involves any person or person who is responsible for a child's welfare who knowingly promotes, aids or assists, employs, uses, persuades, induces or coerces a child, or knowingly permits or encourages a child to engage in, or assists others to engage in, prostitution or live performance involving obscene sexual conduct or to either pose or model alone or with others for the purpose of preparing a film, photograph, negative, slide, drawing, painting or other pictorial depiction involving obscene sexual conduct.

NOTE: Unlawful sexual intercourse is defined as an adult who engages in an act of sexual intercourse with a minor or any person who engages in an act of unlawful sexual intercourse with a minor who is more than three (3) years younger, or a person twenty-one (21) years or older with a minor who is under sixteen (16) years old.

Non-Sexual Exploitation

Non-Sexual Exploitation involves forcing or coercing a child into performing acts which are beyond their capabilities, such as being employed for long hours and/or in a job which is dangerous or beyond their capabilities or forcing or coercing the child into illegal or degrading acts such as stealing, panhandling, and/or drug sales. Generally, these acts benefit the perpetrator in some way.

Emotional Abuse

Emotional Abuse is non-physical mistreatment, the results of which may be characterized by disturbed behavior on the part of the child, such as severe withdrawal, regression, bizarre behavior, hyperactivity, or dangerous acting-out behavior. Such disturbed behavior is not deemed, in and of itself, to be evidence of emotional abuse. Exposure to repeated violent, brutal or intimidating acts among household members (domestic violence) is emotional abuse.

Caretaker Absence

Caretaker Absence is specific to the caregiver's situation rather than to the child's and may be used in addition to general neglect or substantial risk of harm allegations. This allegation type shall be used in either of the following circumstances:

- **Caretaker Absence:** The child's parent has been incarcerated, hospitalized or institutionalized and cannot arrange for the care of the child; parent's whereabouts are unknown or the custodian with whom the child has been left is unable or unwilling to provide care and support for the child.
- **Caretaker Incapacity:** The child's parent or guardian is unable to provide adequate care for the child due to the parent or guardian's mental illness, developmental disability or substance abuse.

Procedures for Reporting

- (1) The moment you have a reasonable suspicion of abuse, reports must be made immediately or as soon practically possible by phone.
- (2) Reports must be made to a county welfare department, probation department (if designated by the county to receive mandated reports), or to a police or sheriff's department.
 - (a) In the San Jose Area, you can contact the Santa Clara County Department of Family and Children's Services twenty-four (24) hours a day by calling the: Child Abuse and Neglect Center (408) 299-2071.
 - (b) If you are unable to make your report at the number listed above, or you are informed that the incident is one which they will not investigate, please contact the police station closest to your school site.
- (3) Within thirty-six (36) hours of the initial phone call, you must mail a written report to the same agency. The written report must be submitted on a Department of Justice Form SS 8572.
- (4) If you contact the Santa Clara County Department of Family and Children's Services, mail your written report to: Santa Clara County Department of Family and Children's Services Child Abuse and Neglect Center, 373 West Julian St., Second Floor, San Jose CA 95110.
- (5) Joint Knowledge:
 - (a) It is the policy of Rocketship that a mandated reporter who is making a report, as required, is also to inform the Principal of Rocketship of the suspected abuse, unless the Principal is the subject of the suspicion. You are not required to identify yourself to the Principal when you inform them. REMEMBER, reporting the information to the Principal or any other person shall not be a substitute for your making a mandated report to one of the agencies specified above.
 - (b) However, when two (2) or more persons who are mandated reporters jointly have knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report and written report may be made by a single member of the team. Any member of a team who has knowledge that the member designated to report failed to do so must thereafter make the report themselves.
- (6) Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.
- (7) After the report is made, Child Protection workers and/or law enforcement officers may contact you to gather additional information to aid in their investigation. You may have knowledge about the child and/or family which can aid the investigators in making accurate assessments and providing appropriate services. After the investigation has been completed or the matter reaches a final disposition, the investigating agency shall inform the mandated reporter of the results of the investigation and any action the agency is taking.
- (8) Immunity from Liability. Mandated reporters have immunity from criminal or civil liability for reporting as required, unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident. Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and disseminating the photograph with the report.
- (9) No supervisor or administrator may impede or inhibit a report or subject the reporting person to any sanction.

- (10) The identity of the reporting party and the contents of the child abuse report are confidential and may only be disclosed to specified persons and agencies.
- (11) In the event a civil action is brought against a mandated reporter as a result of a required or authorized report, they may present a claim to the State Board of Control for reasonable attorney's fees incurred in the action if they prevail in the action or the court dismisses the action.
- (12) Failure to report suspected abuse is a misdemeanor punishable by imprisonment or fine or both.

Training

Rocketship will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of Rocketship year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code § 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Tuberculosis Testing

All employees of Rocketship must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination, at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with Rocketship and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to Rocketship will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

DISTRICT OF COLUMBIA ADDENDUM

This District of Columbia Addendum (“Addendum”) to the Rocketship Handbook is applicable to all School employees regularly working in the District of Columbia. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Handbook and shall apply as required by District of Columbia or applicable local law.

Important Note: This Addendum, along with the Handbook, is a general guideline and is not a contract nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Handbook affects the at-will employment relationship described in the Handbook. Just as any employee has the right to end their employment with Rocketship at any time, for any reason or no reason, Rocketship has the right to terminate an employee’s employment at any time, for any reason or no reason, with or without notice or cause. The relationship between Rocketship and each of its employees is at-will.

Rocketship reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Handbook should discuss them with the Human Resources Department.

Equal Employment Opportunity Policy

In addition to the categories protected under federal laws and as set forth in the Handbook, it is the policy of Rocketship to prohibit discrimination, harassment or retaliation against an employee based on all categories protected under District of Columbia laws or ordinances including race, color, religion, sex (including pregnancy, childbirth or related medical conditions, breastfeeding and reproductive health decisions), national origin, disability, age (18 and over), personal appearance, sexual orientation, gender identity or expression, marital status, family responsibilities, matriculation (e.g., being enrolled in a college or university or in a business, nursing, professional, secretarial, technical or vocational school), political affiliation, genetic information (including family medical history), lawful use of tobacco products, source of income, place of residence or business, unemployment status, homeless status or status as a victim or the family member of a victim of domestic violence, a sexual offense or stalking.

Pregnancy Accommodation

In addition to the pregnancy accommodations provided in accordance with the federal Pregnant Workers Fairness Act, as described in the Handbook, Rocketship will provide employees and applicants for employment with reasonable accommodations for pregnancy, physical recovery from childbirth or related health conditions in accordance with District of Columbia law. A reasonable accommodation will be provided unless the accommodation would impose an undue hardship on Rocketship’s business operations.

Reasonable accommodations may include but are not limited to: more frequent or longer breaks; time off for pre-birth complications or to recover from childbirth; the acquisition or modification of equipment or seating; the temporary transfer to a less strenuous or hazardous position; other job restructuring, such as light duty or a modified work schedule; avoidance of heavy lifting; relocation of

the employee's work area; or the availability of private, non-bathroom space for the expression of breast milk.

Employees who take leave or are provided a temporary transfer as an accommodation under this policy will be reinstated to their original job or to an equivalent position with equivalent pay, accumulated seniority and retirement, benefits and other applicable service credits upon their notification to Rocketship of their intent to return to work or when the employee's need for a reasonable accommodation ends.

Rocketship may require that employees provide a certification from their health care provider regarding the medical advisability of a reasonable accommodation.

Rocketship will not take adverse employment actions against employees or applicants because they request or use reasonable accommodations in accordance with this policy.

Employees who have questions about this policy or who wish to request a reasonable accommodation under this policy should contact the Human Resources Department.

Lactation Accommodation

Rocketship will provide reasonable daily breaks to accommodate an employee desiring to express breast milk for the employee's child. If possible, nursing mothers should take time to express breast milk during their regular meal and/or rest breaks. If the break time cannot run concurrently with the meal and/or rest breaks already provided to the employee, the break time will be unpaid for nonexempt employees. Where these additional breaks are required, employees should work with their supervisor regarding scheduling.

Rocketship will make reasonable efforts to provide employees with the use of a private, secure and sanitary room in close proximity to the work area, other than a bathroom or toilet stall, for employees to express milk. The location may include a childcare facility in close proximity to the employee's work location. Employees should discuss with their supervisor or the Human Resources Department regarding the location to express their breast milk and for storage of expressed milk and to make any other arrangements under this policy.

Rocketship strictly prohibits discrimination against or harassment of employees because they are breastfeeding mothers and/or request or take breaks in accordance with this policy.

Accommodations and Protections for Victims of Domestic Violence, Sexual Assault or Stalking

Rocketship will make reasonable safety accommodations for employees who are the victim or family member of a victim of domestic violence, a sexual offense or stalking when such accommodation is necessary to ensure that person's security and safety, unless providing the accommodation would impose an undue hardship on Rocketship.

For purposes of this policy, a covered family member includes a spouse or domestic partner; the parents of a spouse; children, including foster children and grandchildren; spouses of children; parents; brothers and sisters; the spouses of brothers and sisters; a child who lives with an individual and for whom the individual permanently assumes and discharges parental responsibility; and a person with whom the individual shares or has shared, for not less than the preceding 12 months, a mutual

residence and with whom the individual maintains a committed relationship as defined in the Health Care Benefits Expansion Act of 1992.

Reasonable accommodations may include but are not limited to a transfer; reassignment; modified work schedule; leave; change in work telephone number; change in work email address; change in workstation; installed locks; assistance in documenting domestic violence, a sexual offense or stalking that occurs in the workplace, or the implementation of another safety procedure in response to actual or threatened domestic violence, sexual offense, or stalking.

Confidentiality

Rocketship will maintain the confidentiality of information that is provided by the employee and related to an employee's status as a victim or family member of a victim of domestic violence, a sexual offense or stalking. Rocketship will not disclose such information unless it is:

- Requested or voluntarily authorized in writing by the employee;
- Ordered by a court or administrative agency or otherwise required by applicable federal or state law;
- Provided to a law enforcement agency;
- Necessary to protect other employees from imminent harm; or
- Necessary to provide reasonable accommodation for the victim (to the extent necessary).

Rocketship will notify the employee in the event of a disclosure made for one of the reasons described above.

No Retaliation or Discrimination

Rocketship will not retaliate or otherwise take unlawful discriminatory action against an employee because the employee:

- Attended, participated in, prepared for, or requested leave to attend, participate in or prepare for a criminal, civil or administrative proceeding relating to domestic violence, stalking or a sexual offense of which the employee or employee's family member was a victim, including meeting with an attorney or law enforcement officials;
- Sought physical or mental health treatment or counseling for domestic violence, a sexual offense, or stalking of which the employee or employee's family member was a victim; or
- Experienced a disruption of the workplace or threat to employment related to domestic violence, a sexual offense or stalking of which the employee or employee's family member was the victim.

Employees may also be entitled to paid time off for reasons related to being a victim or family member of a victim of domestic violence, a sexual offense or stalking and should consult with the Human Resources Department for additional information.

Employees who have questions about this policy or who wish to request reasonable accommodation under this policy should contact the Human Resources Department.

D.C. Paid Sick and Safe Leave

Rocketship will comply with the requirements of the District of Columbia Accrued Sick and Safe Leave Act (the "Law") applicable to employees working in Washington, D.C. **This policy will apply to**

temporary employees, and part-time employees who are regularly scheduled to work less than thirty (30) hours per week in Washington, D.C.

In Washington, D.C., eligible employees will accrue paid sick leave benefits that may be used:

- For the employee's own illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee;
- To care for a family member (spouse, domestic partner, parent, child, parent-in-law, son- or daughter-in-law, sibling or sibling's spouse, person in a committed relationship with the employee and sharing the employee's residence for at least 12 months) with an illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee's family member; or
- For reasons related to the employee or their family member being a victim of domestic violence, sexual assault or stalking.

Eligible employees in Washington, D.C., will accrue paid sick leave at a rate of one (1) hour of paid sick leave for every 37 hours worked up to a maximum of seven (7) days of leave per calendar year. Employees begin accruing leave upon the start of employment. Accrued but unused paid sick leave will carry over from one year to the next, but will not be paid out upon termination or resignation of employment. However, if you are rehired within one year, your unused sick leave time will be reinstated.

When the need for sick leave is foreseeable, an employee requesting such leave shall provide Rocketship with at least 10 days' advance written notice of the intention to take leave, including the expected duration of the absence. Employees must make a reasonable effort to schedule leave in a manner that does not unduly disrupt Rocketship's operations. If the need for leave is unforeseeable, the employee must provide notice of their intent to take leave by the beginning of the first day of leave, or as soon as practicable, or within 24 hours of the onset of an emergency, whichever is sooner. Rocketship may require verification of the need for leave, consistent with applicable law.

Employees who take sick and safe leave for 3 or more consecutive days may be required to provide reasonable certification of the need for leave, including, for example, a signed document from a health care provider, a police report, a court order or a signed statement from a victim or witness advocate or domestic violence counselor. Where Rocketship's existing leave policies provide different certification requirements, the requirement that is least onerous for the employee will be used.

Rocketship will not interfere with, restrain or deny an employee's use of leave under this policy. Further, employees are protected from retaliation for requesting or taking leave available under this policy, for raising a complaint or concern about this policy, or for filing or cooperating in the investigation of a complaint under this policy. If you believe you have been retaliated against in violation of this policy, please contact Human Resources.

Paid Family Leave

All eligible Washington, D.C. employees (full or part-time) are entitled to claim benefits under the District of Columbia Uniform Paid Leave Act ("UPLA") for a period during which they do not perform their regular and customary work following the occurrence of a qualifying event.. This benefit is administered by the District of Columbia Department of Employment Services ("DOES") and an employee should apply through the DOES on line portal. Eligibility and benefits are determined solely by DOES and not by Rocketship.

Under the UPLA, an eligible employee may receive the following benefits:

- 12 weeks to bond with a new child;
- 12 weeks to care for a family member with a serious health condition; and
- 12 weeks to care for a worker's own serious health condition.
- 2 weeks prenatal leave

Pursuant to the UPLA, bonding leave includes:

- The birth of a child;
- The placement of a child from adoption or foster care into their household; or
- The placement of a child into their household that they legally assume and discharge parental responsibility over.

Some, but not all, UPLA leave also may be covered by Fed-FMLA and DCFMLA, if applicable. Leave that qualifies under these policies runs concurrently and will be subject to the requirements of the Fed-FMLA, DC FMLA and UPLA policies. Employees will not receive more than the maximum leave available under those leave laws.

Employees may be eligible for Rocketship paid leave benefits in addition to those provided under the UPLA. Where applicable, these Rocketship paid leave benefits will first run concurrently with the leave entitlements under the UPLA, DCFMLA, and Fed-FMLA.

Where time off qualifies as UPLA and DCFMLA leave, employees can choose, but are not required, to use available vacation, paid sick leave or other paid time off during some or all of the leave. For purposes of this District of Columbia UPLA, a "family member" means: (i) a biological, adopted, foster or step child (including a child of a domestic partner); a legal ward; or someone to whom an employee acts as parent; (ii) a biological, foster or adopted parent, a parent-in-law, a stepparent, a legal guardian or other person who acted as a parent to the employee when the employee was a child; (iii) a domestic partner or spouse; (iv) a grandparent; or (v) a sibling.

Employees must, to the extent practicable, provide advance written notice to Rocketship of their need to use UPLA. When the need for leave is foreseeable, employees seeking UPLA must provide at least 10 days advance written notice to Rocketship. If the need for leave is unforeseeable, employees must provide notice in writing, or verbally in exigent circumstances, before the scheduled start time for which the paid leave is being used. In the case of an emergency that prevents an employee from providing advance notice of the need for leave, the eligible employee, or another individual acting on the employee's behalf, must notify Rocketship of the need for UPLA within 48 hours of the emergency occurring. The notice should explain the type of qualifying leave requested (i.e., Family Leave, Medical Leave, Parental Leave or Pre-natal Leave), the expected duration of the UPLA, the expected start and end dates of the leave, and whether UPLA benefits will initially be used continuously or intermittently.

If notice is provided verbally, the employee or individual acting on behalf of the employee should also provide written notice of the need for leave as soon as practicable.

Rocketship will continue making contributions to employee group health benefits during UPLA on the same terms as if the employee had continued to actively work. This means that if employees are continuing to receive pay from Rocketship during UPLA, they must also continue to make the same premium payments that they are now required to make for themselves or their dependents. If no pay

is being received from Rocketship, the employee will be expected to repay the portion of the premiums for which they were responsible to Rocketship within 60 days of reinstatement.

If you believe you have experienced an event that may qualify for parental, family, or medical leave benefits, you can learn more about applying for benefits with the Office of Paid Family Leave at dcpaidfamilyleave.dc.gov.

Note, that the UPLA leave is not job protected leave. It is solely a benefit administered by DOES to qualifying employees. An employee may be entitled to job protected leave under other applicable law. It is unlawful for employees to provide intentionally false statements in order to obtain UPLA benefits, and employees who do so may be subject to disciplinary action, up to and including termination of employment.

No Retaliation

Rocketship takes its UPLA obligations very seriously and will not interfere with, restrain, or deny the exercise of any right protected under the UPLA. Rocketship will not discriminate or retaliate against any individual because that person uses or attempts to use UPLA. Rocketship will also not retaliate against any individual because they oppose any practice made unlawful by UPLA or give any information or testimony in connection with an inquiry or proceeding related to the UPLA. If an employee believes that their UPLA rights have been violated in any way, they should immediately report the matter to the Human Resources Department.

Employees may also contact the Human Resources Department with questions.

Family Medical Leave

We recognize that an employee may need to be absent from work for an extended period of time for family and/or medical reasons. Accordingly, Rocketship will grant time off to employees in accordance with the requirements of the federal Family and Medical Leave Act (Fed-FMLA) and the District of Columbia Family and Medical Leave Act (DC FMLA). Where both the Fed-FMLA and DC FMLA apply, the leave provided by each will count against the employee's entitlement under both laws and must be taken concurrently. An employee who is eligible for leave under only one of these laws will receive benefits in accordance with that law only.

The following policy addresses employee rights under the DC FMLA. Employees should refer to the Handbook for additional detail regarding the Fed-FMLA. All questions concerning this policy should be directed to the Human Resources Department.

DC FMLA Leave Entitlement and Eligibility

Employees who have been employed by Rocketship for at least 12 consecutive or non-consecutive months (including any holiday, sick or personal leave) in the seven years preceding a leave request, worked for at least 1,000 hours during the 12-month period immediately preceding a leave request and work in the District of Columbia are entitled to 16 workweeks of unpaid family leave and 16 workweeks of unpaid medical leave within a 24-month period.

For purposes of this policy, a “**serious health condition**” means a physical or mental illness, injury, or impairment that involves inpatient care in a hospital, hospice, or residential health care facility, or continuing treatment or supervision at home by a health care provider or other competent individual.

Terms of Family Leave

Family leave may be used for the birth of a child of the employee, the placement of a child with the employee for adoption or foster care, placement of a child with the employee for whom the employee permanently assumes and discharges parental responsibility or for the care of a family member who has a serious health condition.

For purposes of this policy, a “family member” includes: (1) a person to whom the eligible employee is related by blood, legal custody or marriage (including same-sex marriage); (2) foster child; (3) a child who lives with an eligible employee and for whom the employee permanently assumes and discharges parental responsibility; or (3) a person with whom the employee shares or has shared, within the last year, a mutual residence and with whom the employee maintains a committed relationship. A “child” includes a person under the age of 21, a person, regardless of age, who is substantially dependent on the employee due to a physical or mental disability or a person under the age of 23 who is a full-time student at an accredited college or university. A “committed relationship” is a domestic partnership (as defined in section 2(4) of the Health Care Expansion Act of 1992; D.C. Official Code § 32-701(4)).

If two family members are employed by Rocketship, Rocketship may limit the total number of family leave workweeks to which in the aggregate the family members are entitled during the 24-month period to 16 workweeks. Rocketship may also limit the number of workweeks to which family members may take family leave simultaneously during the 24-month period to four workweeks.

The entitlement to family leave expires 12 months after the birth or placement of the child with the employee.

Employees must provide timely notice to their supervisor, either 30 days prior to the commencement of the leave or as soon as possible prior to the date on which the employee wishes the leave to begin if the leave was not foreseeable. If an emergency prevents the employee from notifying Rocketship until the first day of leave, the employee must notify Rocketship no later than two business days after the absence begins. In addition, employees must make a reasonable effort to schedule planned medical treatment in a manner that does not disrupt School operations.

When an employee’s covered family member has a serious health condition, leave may be taken intermittently when medically necessary. With approval, family leave may be taken on a reduced leave schedule, during which time the 16 workweeks of family leave may be taken over a period not to exceed 24 consecutive workweeks.

Family leave is unpaid unless the employee elects to substitute paid time off, including paid sick leave, if applicable. The use of paid time off or paid sick leave will count towards the employee’s 16 workweeks of family leave entitlement, however, such time will not extend the leave time beyond 16 workweeks.

Terms of Medical Leave

If an employee becomes unable to perform the functions of his or her position because of a serious health condition, he or she will be entitled to medical leave for the time that he or she is unable to perform the functions, except that the leave must not exceed 16 workweeks during any 24-month period. This leave may be taken intermittently when medically necessary.

If an employee takes leave because of their own health condition, Rocketship may request that the employee temporarily transfer to an available alternative position which better accommodates the recurring leave and has equivalent pay and benefits.

If the need for medical leave is foreseeable, employees must provide reasonable prior notice and make a reasonable effort to schedule planned medical treatment in a manner that will not disrupt School operations.

Medical leave is unpaid except that employees may elect to substitute paid medical or sick leave and, with approval, may substitute accrued vacation, personal or compensatory time for any part of the unpaid medical leave. The use of paid time off will count towards the employee's 16 workweeks of medical leave entitlement.

Alternative Employment in Lieu of Leave

Rocketship may agree to allow alternative employment in lieu of leave for the duration of the employee's serious health condition. Any period of alternative employment will not count against the 16 weeks of family or 16 weeks medical leave to which the employee is entitled. When an employee who agreed to alternative employment becomes able to perform the duties of the original position, the employee will be restored to that original position or an equivalent position with equivalent employment benefits, pay, seniority and other terms and conditions of employment.

Medical Certification

Leave taken due to the serious health condition of an employee or covered family member must be supported by a certification from a health care provider. Employees seeking medical leave must submit the certification within 15 days of receiving an eligibility letter. If Rocketship has reason to doubt the validity of the certification provided by the employee, Rocketship may require a second opinion from a health care provider approved by Rocketship and at Rocketship expense. If the employee's health care provider and the health care provider providing the second opinion do not agree, Rocketship may require a third opinion, also at Rocketship's expense, performed by a mutually agreeable health care provider who will make the final determination.

Rocketship may require recertification on a reasonable basis and, before permitting the employee to return, may require the employee to provide medical certification that he or she is able to return to work.

Benefits and Reinstatement

During family or medical leave, employees are entitled to the continuation of available group health benefits under the same terms and conditions as if the employee had not taken leave. In other words, the employee must continue to pay their portion of premium contributions during the leave. Employees are not entitled to accrue any seniority or employment benefits during leave.

Upon return from leave, an employee usually will be restored to their prior position or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment. An employee has no greater right to continued employment or reinstatement than if the employee had been continuously employed. For example, employment may be terminated in conjunction with a layoff or job elimination during a leave of absence the same as if the employee was not on leave.

Certain highly compensated employees may be denied reinstatement if necessary to prevent substantial economic injury to Rocketship's operations.

Confidentiality

Documents relating to medical certifications or recertifications of employees or employees' family members will be kept confidential.

Fraudulent Use of DC FMLA Prohibited

An employee who fraudulently obtains leave under this policy may be subject to disciplinary action.

Nondiscrimination/Anti-Retaliation

Rocketship will not interfere, restrain or deny the exercise of any rights provided under this policy. If an employee believes that their leave rights have been violated in any way, they should immediately report the matter to the Human Resources Department.

Emancipation Day Leave

Employees are entitled to one day of unpaid leave each year on April 16, the District of Columbia's Emancipation Day. An employee who wishes to take this day of unpaid leave must notify Rocketship at least 10 calendar days in advance of April 16.

Voting Leave

Upon request, Washington, D.C. employees are permitted to take up to two (2) hours of paid leave from their scheduled working hours to vote. Employees must submit a request for leave in a reasonable time in advance of the date the employee wishes to vote. Rocketship may specify the hours during which the employee takes paid leave to vote, including requiring the employee to vote during the early voting period instead of on Election Day or to vote at the beginning or end of the employee's working shift. Rocketship will not interfere with, restrain or deny any attempt to take leave under this policy, nor retaliate against any employees for requesting or taking paid leave to vote.

School Activities Leave

Rocketship will grant Washington, D.C. employees who are parents, guardians, aunts, uncles, grandparents, step-parents, legal guardians or custodians of school-age children up to twenty-four (24) hours of unpaid leave during any 12-month period to attend or participate in a school-related event (including a full day off to participate in school related Emancipation Day activities) in which the employee's child is a participant or a subject. When possible, ten (10) calendar days' advance notice is required. Employees may use accrued paid time off for this purpose. Leave may be denied if it would unduly disrupt Rocketship's business.

Jury Duty Leave

Eligible Washington, D.C. employees are entitled to up to five (5) days paid leave for grand jury or petit jury duty in the Superior Court of the District of Columbia, less any fees received from the court. Any additional or other time off under this policy will be without pay, except that exempt employees will not incur any reduction in pay for a partial week's absence due to jury duty. Rocketship will not deprive an employee of employment, threaten or otherwise coerce an employee with respect to employment because the employee receives a summons, responds to a summons, serves as a juror or attends court for prospective jury service.

Mandated Reporter Obligations

Personnel Required to Make a Report: Pursuant to DC Code §4-1321.02(b), all school officials, teachers, nurses, coaches, social service workers, mental health professionals, and other Rocketship staff members are required to report abuse and neglect in accordance with Section II of this policy. As an employee of a Rocketship school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

When Must You Report?

Rocketship personnel described in the Section above must make a report when they know or suspect that a child known to them in their professional or official capacity has been or is in immediate danger of being suspected of any of the following:

Mental Injury

Harm to a child's psychological or intellectual functioning due to another individual's acts or omissions.

Physical Abuse

Physical harm or threatened harm to a child, other than by accident, perpetrated by another individual.

Physical assault

Any physical contact with another person without their consent.

Neglect

Harm or threatened harm to a child's health or welfare due to a parent or caregiver's failure to provide adequate food, shelter, clothing, medical care, or access to education.

Sexual Abuse

Sexual contact or sexual penetration with a child.

Sexual Exploitation

Allowing, permitting, or encouraging a child to engage in prostitution or to be depicted in a sexual act.

Sexual Assault

Illegal sexual contact that usually involves force or that is inflicted upon a person who is incapable of giving consent (because of age or physical or mental incapacity).

Exposure to illegal drug-related activity

Ingestion of illegal drugs due to guardian's negligence or regular exposure to illegal drug-related activity in the home.

Exposure to domestic violence

Witnessing physical, sexual, and/or psychological abuse to an individual perpetrated by that individual's current or former intimate partner.

Additionally, personnel must make a report when they know or suspect that a student has been injured by a bullet, knife, or other sharp object. Personnel must also report any suspected corporal punishment committed by another staff member. Reports must be made immediately upon learning of the suspected abuse or neglect. Personnel must make a report when they suspect a student is being subjected to abuse or neglect, even if they are not conclusively sure. Personnel cannot be punished or disciplined for the good faith filing of a report required by the mandated reporter law or for cooperating with an investigation.

Procedures for Reporting

Reports must be made to either the D.C. Metropolitan Police Department (MPD) or the Child and Family Services Agency (CFSA) at (202)671-SAFE (7233).

After making a report to MPD or CFSA, personnel must notify the Principal so that they can fulfill their legal obligation to also file a report (described below). Personnel must refrain from investigating the suspected abuse themselves, including any questioning of the suspected victim, abuser, or witnesses. If a staff member believes that someone else has already reported the alleged abuse or neglect, they must still file a report with MDP or CFSA. Notifying the Principal or other school personnel does not satisfy a staff member's legal obligation to file a report. Pursuant to DC Code § 4-1321.02(b), both the person who initially suspects the abuse or neglect and the Principal (or a designee of the Principal) must report each suspected instance of abuse or neglect.

Consequences for Failing to File a Report

The penalty under DC law for failing to make a report is a fine of up to \$300 or imprisonment for up to ninety (90) days, or both.

TENNESSEE ADDENDUM

This Tennessee Addendum (“Addendum”) to the Rocketship Handbook is applicable to all School employees regularly working in Tennessee. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Handbook and shall apply as required by Tennessee or applicable local law.

Important Note: This Addendum, along with the Handbook, is a general guideline and is not a contract nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Handbook affects the at-will employment relationship described in the Handbook. Just as any employee has the right to end their employment with Rocketship at any time, for any reason or no reason, Rocketship has the right to terminate an employee’s employment at any time, for any reason or no reason, with or without cause. The relationship between Rocketship and each of its employees is at-will.

Rocketship reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Handbook should discuss them with Human Resources.

Equal Employment Opportunity

As set forth in the Handbook, Rocketship is committed to equal employment opportunity and to compliance with federal antidiscrimination laws. Rocketship complies with Tennessee law, which prohibits discrimination and harassment against any employees or applicants for employment based on race (including hair texture and protective hairstyles (e.g., braids, locs and twists)), creed, color, religion, sex, age (40 and over), disability (including physical, mental or visual or use of a guide animal), national origin, ancestry, lawful, off-duty use of tobacco products, affiliation or refusal to affiliate with a union or other employee organization, or membership in the Tennessee National Guard. Rocketship will not tolerate discrimination or harassment based upon these characteristics or any other characteristic protected by applicable federal, state or local law.

Pregnancy Accommodation

In addition to the pregnancy accommodations provided in accordance with the federal Pregnant Workers Fairness Act, as described in the Handbook, Rocketship will provide employees and applicants with a reasonable accommodation for medical needs arising from pregnancy, childbirth or related medical conditions, unless doing so would impose an undue hardship on Rocketship's business, consistent with Tennessee law.

Reasonable accommodations include, but are not limited to: making existing facilities readily accessible and usable; providing more frequent, longer or flexible breaks; providing access to a private place other than a bathroom stall to express breast milk; modifying a food or drink policy; modifying seating or, if the employee’s job requires standing, allowing more frequent opportunities to sit; providing assistance with manual labor and/or limits on lifting; allowing a temporary transfer to a vacant position; providing job restructuring or light duty, if available; acquiring or modifying equipment, devices or an employee’s work station; modifying work schedules; and allowing flexible scheduling to accommodate prenatal visits.

Unless Rocketship does so or would do so for other classes of employees who need a reasonable accommodation, accommodation under this policy does not include hiring new employees that Rocketship would not have otherwise hired; terminating any employee, transferring any employee with more seniority or promoting any employee who is not qualified to perform the job; creating a new position; compensating an employee for break time that would not otherwise be compensated; or constructing a permanent, dedicated space for expression of breast milk.

Rocketship may request that an employee seeking any of the following accommodations under this policy provide written certification from a health care professional: (1) temporary transfer to a vacant position; (2) job restructuring; (3) light duty; or (4) an accommodation requiring time away from work. During the time when an employee is making good faith efforts to obtain medical certification, Rocketship will not take adverse action against the employee related to their need for an accommodation and will engage in a good faith interactive process to determine if a reasonable accommodation can be provided, absent undue hardship.

Rocketship will not take adverse action against an employee because they request or use reasonable accommodations in accordance with this policy. Employees with questions or concerns regarding this policy or who would like to request an accommodation should contact the Human Resource Department.

Lactation Accommodation

Rocketship will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child. If possible, nursing mothers should take time to express breast milk during their regular meal and/or rest breaks. If the break time cannot run concurrently with meal and/or rest breaks already provided to the employee, the break time will be unpaid for nonexempt employees. Where these additional breaks are required, employees should work with their supervisor regarding scheduling.

Rocketship will make reasonable efforts to provide employees with the use of a private location near the employee's work area, other than a toilet stall, for the employee to express milk. Employees should discuss with their supervisor or a Human Resources representative the location to express their breast milk and for storage of expressed milk and to make any other arrangements under this policy. Rocketship reserves the right to not provide additional break time or a private location if doing so would substantially disrupt their operations.

Employees should provide reasonable notice to Rocketship that they intend to take breaks for expressing breast milk upon returning to work. Rocketship will not demote, terminate or otherwise take adverse action against an employee who requests or makes use of the accommodations and break time described in this policy.

Meal Periods

Employees who work six (6) consecutive hours or more in a day will be provided with a thirty (30) minute unpaid duty-free meal break. Meal breaks will not be scheduled before or during the first hour of work. An exception to this policy may apply when the nature of an employee's position allows them ample opportunity to rest or take an appropriate break.

Overtime Pay

Rocketship provides compensation for all overtime hours worked by nonexempt employees in accordance with applicable law. Tennessee nonexempt employees will receive overtime for all hours worked beyond 40 in any work week at a rate of one and one-half (1.5) times the employee's regular rate of pay.

Paid Sick Leave

Eligibility: Rocketship provides paid sick leave to temporary employees, and part-time employees who are regularly scheduled to work less than thirty (30) hours per week and who work for Rocketship in Tennessee. **For employees who work in Tennessee and who are eligible for sick time under any other applicable sick time/leave law or ordinance or policy, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other applicable sick time/leave law or ordinance or policy.**

Amount: All employees will begin to accrue up to 5 workdays or 40 hours whichever is more of paid sick leave on July 1 of each year (or on their hire date, if after July 1). Sick leave accrues at a rate of 1 hour per 30 hours worked. Unused paid sick leave under this policy will not be paid at separation. However, if you are rehired within one year, your unused sick leave time may be reinstated.

Usage: Paid sick leave may be used in a minimum increment of two (2) hours for each use. All employees may use up to five (5) workdays or forty (40) hours of accrued paid sick leave in any year. In Tennessee, eligible employees will accrue paid sick leave benefits that may be used:

- For the employee's own illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee;
- To care for a family member (spouse, domestic partner, parent, child, parent-in-law, son- or daughter-in-law, sibling or sibling's spouse, person in a committed relationship with the employee and sharing the employee's residence for at least 12 months) with an illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee's family member; or
- For reasons related to the employee or their family member being a victim of domestic violence, sexual assault or stalking.

Notice: Notice to your supervisor may be given orally or in writing. If the need for paid sick leave is foreseeable, the teammate must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the teammate must provide notice of the need for the leave as soon as practicable.

Verification: Rocketship may require verification of the need for leave, consistent with applicable law. Employees who take sick and safe leave for 3 or more consecutive days may be required to provide reasonable certification of the need for leave, including, for example, a signed document from a health care provider, a police report, a court order or a signed statement from a victim or witness advocate or domestic violence counselor. Where Rocketship's existing leave policies provide different certification requirements, the requirement that is least onerous for the employee will be used.

Payment: Eligible employees will receive payment for paid sick leave, at the same wage as the teammate normally earns during regular work hours unless otherwise required by applicable law, by the next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours

worked for purposes of calculating overtime.

Enforcement & Retaliation: Retaliation or discrimination against an employee who requests paid sick days or uses paid sick days, or both, is prohibited.

Tennessee Parental Leave Pay

Eligibility and Leave Entitlement

Full-time employees, employed with Rocketship for at least 12 consecutive months, are eligible for up to four months of leave for adoption, pregnancy, childbirth and/or nursing an infant. For leaves taken due to adoption, the four-month period will begin at the time the employee receives custody of the child.

Leave under this policy will run concurrently with any other leave to which the employee is entitled including, when applicable, the federal Family and Medical Leave Act (FMLA).

Pay and Benefits During Leave

Leave taken under this policy will be with pay. Such leave will not affect an employee's right to receive benefits such as vacation time, sick leave, bonuses, advancement, seniority, length of service credit, benefits, plans or programs for which the employee was eligible on the date the leave began.

Rocketship will not pay for the cost of any benefits, plans or programs during a leave of absence taken under this policy unless otherwise required to do so by law. For example, employees may be entitled to certain health care benefits under the FMLA if the time off qualifies for protection under that law.

Reinstatement

Employees will be restored to their previous position, or to a similar position with the same status, pay, length of service credit and seniority as they had on the date their leave began provided they give Rocketship at least three months' advance notice of the anticipated date of departure for such leave, the length of the leave and the employee's intention to return to full-time employment after the leave.

The following employees will not forfeit the right to reinstatement solely because they failed to give three months' advance notice:

- Employees who are prevented from giving the required three months' notice because of a medical emergency that necessitates that the leave begin earlier than originally anticipated, and
- Employees who are prevented from giving three months' advance notice because the notice of adoption was received less than three months in advance of the leave.

Employees may be denied reinstatement under the following conditions:

- When the employee's job position is so unique that, after reasonable efforts, Rocketship is unable to fill the position temporarily.
- If Rocketship learns that the employee actively pursued other employment opportunities during the leave period.
- If Rocketship learns that the employee worked part-time or full-time for another employer during the period of leave.

Rocketship will notify an employee that they will not be reinstated as soon as it learns that one of the above conditions applies.

Military Leave

In addition to the military leave rights set forth in the Handbook, Tennessee employees who are members of the Tennessee army and air national guard, the Tennessee state guard or the Civil Air Patrol and are on active state duty will be allowed an unpaid military leave of absence when ordered to duty or training in the service of the state of Tennessee, including the performance of duties in an emergency. Such employees are also entitled to reemployment under the same conditions as provided by the Uniformed Services Employment and Reemployment Rights Act (USERRA) to service members who are called to federal active service.

To be eligible for this leave and reemployment, employees must notify Rocketship of their intent to return to employment following military service in accordance with the following timing requirements:

- Individuals whose period of service was less than 31 days must report to work not later than the beginning of the first full regularly scheduled work period on the first calendar day following the completion of the period of service, safe transport to the individual's residence and an additional eight hour period, unless reporting for work within that time period is not reasonably practicable through no fault of the person, in which case the person must report for work as soon as reasonably practicable;
- Individuals whose period of service was more than 30 but less than 181 days must report to work not later than 14 days after completion of the period of service, unless reporting for work within that time period is not reasonably practicable through no fault of the person, in which case the person must report for work as soon as reasonably practicable; and
- Individuals whose period of service was for more than 181 days must submit an application for reemployment within 90 days after the completion of the period of service.

Employees should provide advance notice of competent orders calling them to active state duty, unless it is impossible or unreasonable to do so under the circumstances of the person's call to duty.

Leave under this policy will be unpaid, except that exempt employees will not incur any reduction in pay for a partial week's absence.

Absence for ordered duty or military training will not result in loss of time, pay that is not specifically related to leave of absence time, regular leave or vacation time or in the impairment of efficiency rating.

Emergency Response Leave

Tennessee employees may take unpaid leave to act as a volunteer firefighter or a volunteer rescue squad worker in response to an emergency. Employees must notify Rocketship in advance that they are emergency responders and must give notice of the need for emergency leave as soon as practicable, including the probable length or duration of such leave. Rocketship may require employees to provide written verification of their need for such leave. Active volunteer firefighters may be eligible to take time off with pay, and without being required to use their accrued paid time off, if applicable, for their next scheduled work period within twelve (12) hours following such emergency or a fire call if the employee assisted in fighting the fire for more than four (4) hours the prior day or night.

Jury Duty Leave

Rocketship encourages all employees to fulfill their civic responsibilities and to respond to jury service summons or subpoenas, attend court for prospective jury service or serve as a juror. Under no circumstances will employees be terminated, threatened, coerced, or penalized because they request or take leave in accordance with this policy.

When employees receive a jury summons, they must show it to their supervisor on the next scheduled day of work. Verification from the court of having served may also be required.

Employees will be excused from work on any day that their jury service, including travel time, exceeds three hours. On days when jury service lasts three hours or less, employees will be required to report to work for the remainder of their work shift. Employees who work the night shift or hours preceding those in which court is normally held will be excused from work for the shift immediately preceding their first day of required jury service. Thereafter, employees will be excused from the next scheduled shift that occurs within a 24-hour period of jury service exceeding three hours.

Except for employees employed on a temporary basis for less than six months, Rocketship will pay an employee's usual compensation while they serve on and travel to jury duty, less the amount of compensation received for serving as a juror. Rocketship may request that employees provide a statement from the court showing the daily fees or compensation paid to the employee and the total amount of fees or compensation paid for all days served.

Voting Leave

If a Tennessee employee who is a registered voter does not have sufficient time outside of their working hours within which to vote in any election, they may take up to three (3.0) hours of time off without loss of regular pay to vote. The time off shall be either at the beginning or the end of the employee's workday, as Rocketship may designate, unless otherwise mutually agreed. An employee wishing to request this voting time leave must provide notice of their request by Noon on the day before the election to the Human Resources Department. Any employee who has three hours of non-working time before or after their regular shift while the polls are open is not eligible for voting leave. Tennessee employees are reminded and encouraged to take advantage of the availability of early voting or vote-by-mail opportunities in their local jurisdiction.

Employees who serve as part-time voting machine technicians appointed by the county election commission may take unpaid leave for the time required to perform their technical voting machine duties. Rocketship may require employees to provide written verification of the need for such leave.

Time Off on Veterans' Day

Rocketship will allow employees who are qualified veterans to take the entirety of Veterans' Day (November 11) off, so long as the employee gives at least one month's written notice of the intent to take time off on Veterans' Day and provides proof of their veteran status (e.g., a DD FORM 214 or other comparable certificate of discharge from the armed forces). For purposes of this policy, qualified veterans include former members of the armed forces of the United States and former or current members of a reserve or Tennessee national guard unit who were called into active military service of the United States.

The day off will be an unpaid holiday unless otherwise required by applicable law. Employees should contact their supervisor to make appropriate arrangements. Rocketship reserves the right to deny

requested time off under this policy if the veteran employee's absence (either alone or in combination with other veteran employees' absences) would impact public health or safety or cause the Company significant economic or operational disruption.

Abusive Conduct Prevention Policy

Statement of Commitment, Values, and Purpose

Rocketship is firmly committed to a workplace atmosphere of respect, collaboration, openness, safety and equality, and free from abusive conduct. We strive to provide high quality education in a safe environment. All complaints of negative and inappropriate workplace behaviors will be taken seriously and followed through to resolution. Employees who file complaints will not suffer negative consequences for reporting others for inappropriate behavior.

This policy applies to any sponsored program, event or activity including but not limited to sponsored recreation programs and activities, as well as the performance by supervisors and employees of their employment related duties. The policy includes electronic communications by any employee as well.

Definition of Abusive Conduct

Abusive conduct includes acts or omissions that would cause a reasonable person, based on the severity, nature, and frequency of the conduct, to believe that an employee was subject to an abusive work environment, which can include but is not limited to:

- Repeated verbal abuse in the workplace, including derogatory remarks, insults, and epithets;
- Verbal, nonverbal, or physical conduct of a threatening, intimidating, or humiliating nature in the workplace; or
- The sabotage or undermining of an employee's work performance in the workplace.

A single act generally will not constitute abusive conduct, unless such conduct is determined to be severe and egregious.

Abusive conduct does **not** include:

- Disciplinary procedures in accordance with adopted policies of Rocketship;
- Routine coaching and counseling, including feedback about and correction of work performance;
- Reasonable work assignments, including teaching, classroom, student supervision and overtime assignments;
- Individual differences in styles of personal expression;
- Passionate, loud expression with no intent to harm others;
- Differences of opinion on work-related concerns; or
- The non-abusive exercise of managerial prerogative.

Employer Responsibility

Supervisors and others in positions of authority have a particular responsibility to ensure that healthy and appropriate behaviors are exhibited at all times and that complaints to the contrary are addressed in a timely manner. Supervisors will:

- provide a working environment as safe as possible by having preventative measures in place and by dealing immediately with threatening or potentially violent situations;
- provide good examples by treating all with courtesy and respect;
- ensure that all employees have access to and are aware of the abusive conduct prevention policy and explain the procedures to be followed if a complaint of inappropriate behavior at work is made;
- be vigilant for signs of inappropriate behaviors at work through observation and information seeking, and take action to resolve the behavior before it escalates; and
- respond promptly, sensitively and confidentially to all situations where abusive behavior is observed or alleged to have occurred.

Employee Responsibility

Employees shall treat all other employees with dignity and respect. No employee shall engage in threatening, violent, intimidating or other abusive conduct or behaviors. Employees are expected to assume personal responsibility to promote fairness and equity in the workplace and report any incidents of abusive conduct in accordance with this policy. Employees should cooperate with preventative measures introduced by supervisors and recognize that a finding of unacceptable behaviors at work will be dealt with through appropriate disciplinary procedures.

Retaliation

Rocketship prohibits retaliation against an employee for using the complaint procedure in this policy, reporting proscribed abusive conduct or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Any employee who believes they have been subjected to retaliation in violation of this policy should immediately provide a written or verbal report to the Human Resources Department.

Complaint Process

Reporting

Employees: Any employee who feels they have been subjected to abusive conduct is encouraged to report the matter orally or in writing to a supervisor, including their supervisor, the next level of management, or to the Human Resources Department. Any employee seeking to file a complaint should ensure the complaint consists of details of each incident of abusive conduct including dates, times, locations and any witnesses.

Witnesses: An employee who witnesses or is made aware of behavior that may satisfy the definition of abusive conduct (as defined above) should report any and all incidents as set forth herein.

Supervisors: Supervisors must timely report known incidents involving workplace abuse, intimidation, or violence to the Human Resources Department. Supervisors and appointing authorities are required to take reasonable steps to protect the complainant, including, but not limited to, separation of employees involved.

Employees should also refer to the Internal Complaint Review Policy set forth in the main Employee Handbook.

Investigation & Corrective Action

Investigations of abusive conduct shall be conducted as soon as practicable and in accordance with the policies and practices of Rocketship. The investigation will be conducted thoroughly, objectively, with sensitivity, and with due respect for all parties. To the extent permitted by law, Rocketship will maintain the confidentiality of each party involved in an abusive conduct investigation, complaint or charge, provided it does not interfere with the ability to investigate the allegations or to take corrective action. The person complained against will be notified that an allegation has been made against them and informed of the investigative procedure.

In the event of a finding of abusive conduct, Rocketship will take immediate and appropriate corrective action. Remedies may be determined by weighing the severity and frequency of the incidences of abusive conduct and in accordance with existing disciplinary policies of Rocketship.

Weapons and Firearms, Violence in the Workplace Policies

To the full extent permissible under law, employees are prohibited from possessing or carrying weapons while on School property, in a School-owned vehicle, while performing School business.

Mandated Reporting Policy

In Tennessee, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee of a Rocketship Education school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

This “Mandated Reporter Policy” is intended to inform Rocketship Education employees of their responsibilities and rights under Tennessee Code Annotated, Title 37, Chapter 1, Part 4, as well as the procedures for complying with the statute.

What Types of Abuse Must Be Reported?

Under state law, child abuse is defined as any wound, injury, disability, or physical or mental condition that is of such nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the basis of available information, reasonable appears to have been caused by such. For practical purposes, the descriptions of abuse under the California section of this handbook also apply in Tennessee.

Possible indicators of abuse or neglect may include:

- The child has repeated injuries that are not properly treated or adequately explained.
- The child begins acting in unusual ways ranging from disruptive and aggressive behaviors to passive and withdrawn behaviors.
- The child acts in the role of parent toward their brothers and sisters or even toward their own parents.
- The child may have disturbed sleep (nightmares, bed wetting, fear of sleeping alone, needing a nightlight, etc.).
- The child loses their appetite, overeats, or may report being hungry.
- There is a sudden drop in school grades or participation in activities.

- The child may act in stylized ways, such as sexual behavior that is not normal for their age group.

Procedures for Reporting:

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform, by telephone or personally, the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.
2. In the Nashville Area, you can contact the: Department of Children's Services, Central Intake (877) 237-0004 or (877) 54ABUSE [(877) 542-2873] or Metro Nashville Police Department (615) 862-8600. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge
 - a. It is the policy of Rocketship Education to report suspicion of abuse to the Principal of Rocketship, unless the Principal is the subject of the suspicion. REMEMBER, reporting the information to a supervisor, principal, coworker or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
 - b. All mandated reporters with knowledge should make a report.
 - c. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.
4. Reporting Abuse to Parents or Legal Guardians
 - a. If a teacher, school official or other school personnel makes a report as required by this policy and has reasonable cause to assume that the abuse occurred on school grounds or while the child was under supervision or care of Rocketship (including transportation to and from school), the Principal or Assistant Principal shall verbally notify the parent or legal guardian of the student that a report has been made. The Principal shall also provide other information relevant to the future well-being of the child while under the supervision or care of Rocketship to the parent or legal guardian within twenty-four (24) hours. Such notice shall not be sent to any parent or legal guardian if there is reasonable cause to believe that such parent or legal guardian may be the perpetrator or in any way responsible for the child abuse or child sexual abuse. If the Principal is the suspected abuser, the reporting person shall make efforts not to involve the suspect in the conversation with the parent or guardian.
 - b. Once notice is sent, the Principal shall provide to the parent or legal guardian all school information and records relevant to the alleged abuse or sexual abuse, if requested by the parent or legal guardian, provided such information is edited to protect the confidentiality and identity of the person who made the report, or other person whose life or safety may be endangered by the disclosure, and any information made confidential by federal law.
5. After reporting the suspected neglect and/or abuse to the authorities, the reporting person(s) shall promptly make a written summary of their report. One copy shall be retained in the Principal's office, unless the Principal is the suspected abuser, and the person making the report shall keep one copy. Nothing in the reporting procedures shall eliminate the staff member's legal responsibility to directly make a report to the authorities stated above.

What Should the Report Include?

A report of child abuse shall include, to the extent known, the following:

- The name, address and age of the child
- The name and address of the person(s) responsible for the care of the child
- The nature and extent of the abuse or neglect

- Any other pertinent information that may relate to the cause or extent of the abuse or neglect.

Immunity and Confidentiality

By law, the person reporting in good faith shall be immune from any civil or criminal action and their identity shall remain confidential except when the juvenile court determines otherwise.

Abuse and neglect reports are not part of the educational record and shall be maintained separately from the educational record in a secured location. They are not subject to the disclosure and other requirements of the Federal Education Rights and Privacy Act (FERPA).

Failure to Report

Any person who knowingly fails to make a report required by § 37-1-403 commits a Class A misdemeanor.

Making False Reports

Any person who either verbally or by written or printed communication knowingly and maliciously reports, or causes, encourages, aids, counsels or procures another to report a false accusation of child sexual abuse or false accusation that a child has sustained any wound, injury, disability or physical or mental condition caused by brutality, abuse or neglect commits a Class E felony.

WISCONSIN ADDENDUM

This Wisconsin Addendum (“Addendum”) to the Rocketship Handbook is applicable to all Rocketship employees regularly working in Wisconsin. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Handbook and shall apply as required by Wisconsin or applicable local law.

Important Note: This Addendum, along with the Handbook, is a general guideline and is not a contract nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Handbook affects the at-will employment relationship described in the Handbook. Just as any employee has the right to end their employment with Rocketship at any time, for any reason or no reason, Rocketship has the right to terminate an employee’s employment at any time, for any reason or no reason, with or without cause. The relationship between Rocketship and each of its employees is at-will.

Rocketship reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Handbook should discuss them with the Human Resources Department.

Equal Employment Opportunity

In addition to the categories listed in the Handbook, Wisconsin law prohibits discrimination and harassment against any employees or applicants for employment based on race, color, creed, national origin, ancestry, age (over 40), sex (including pregnancy, childbirth, maternity leave or related condition), marital status, sexual orientation, certain arrest or conviction records, military service, use or nonuse of lawful products outside of work, disability and genetic information. Rocketship also prohibits discrimination against an employee or applicant because that person declines to attend a meeting or participate in any communication about religious or political matters. Rocketship will not require an applicant or employee to submit to a lie detector test, except under limited circumstances and in accordance with applicable law.

Overtime Pay

Rocketship provides compensation for all overtime hours worked by nonexempt employees in accordance with applicable law. Wisconsin nonexempt employees will receive overtime for all hours worked beyond 40 in any work week at a rate of one and one-half (1.5) times the employee’s regular rate of pay.

Personnel Files

Upon written request from an employee or the employee’s designated representative, Rocketship will permit a Wisconsin employee to review documents maintained in their personnel file up to two (2) times per calendar year, subject to certain limited exceptions. Copies of the file’s contents may be requested; however, Rocketship may charge the employee for the actual costs of duplicating the information.

If an employee disagrees with information in the personnel file and Rocketship and employee cannot reach an agreement about the removal or correction of the information in question, the employee may submit a written rebuttal that will be maintained in the personnel file.

Paid Sick Leave

Eligibility: Rocketship provides paid sick leave to temporary employees, and part-time employees who are regularly scheduled to work less than thirty (30) hours per week and who work for Rocketship in Wisconsin. **For employees who work in Wisconsin and who are eligible for sick time under any other applicable sick time/leave law or ordinance or policy, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other applicable sick time/leave law or ordinance or policy.**

Amount: All employees will begin to accrue up to 5 workdays or 40 hours whichever is more of paid sick leave on July 1 of each year (or on their hire date, if after July 1). Sick leave accrues at a rate of 1 hour per 30 hours worked. Unused paid sick leave under this policy will not be paid at separation. However, if you are rehired within one year, your unused sick leave time may be reinstated.

Usage: Paid sick leave may be used in a minimum increment of two (2) hours for each use. All employees may use up to five (5) workdays or forty (40) hours of accrued paid sick leave in any year. In Wisconsin, eligible employees will accrue paid sick leave benefits that may be used:

- For the employee's own illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee;
- To care for a family member (spouse, domestic partner, parent, child, parent-in-law, son- or daughter-in-law, sibling or sibling's spouse, person in a committed relationship with the employee and sharing the employee's residence for at least 12 months) with an illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee's family member; or
- For reasons related to the employee or their family member being a victim of domestic violence, sexual assault or stalking.

Notice: Notice to your supervisor may be given orally or in writing. If the need for paid sick leave is foreseeable, the teammate must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the teammate must provide notice of the need for the leave as soon as practicable.

Verification: Rocketship may require verification of the need for leave, consistent with applicable law. Employees who take sick and safe leave for 3 or more consecutive days may be required to provide reasonable certification of the need for leave, including, for example, a signed document from a health care provider, a police report, a court order or a signed statement from a victim or witness advocate or domestic violence counselor. Where Rocketship's existing leave policies provide different certification requirements, the requirement that is least onerous for the employee will be used.

Payment: Eligible employees will receive payment for paid sick leave, at the same wage as the teammate normally earns during regular work hours unless otherwise required by applicable law, by the next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Enforcement & Retaliation: Retaliation or discrimination against an employee who requests paid sick days or uses paid sick days, or both, is prohibited.

Wisconsin Family Leave Act

Under the Wisconsin Family and Medical Leave Act ("WFMLA"), Wisconsin employees who have been employed for at least fifty-two (52) consecutive weeks and have worked at least 1,000 hours in the preceding 52-week period are eligible for unpaid leave for their own serious health condition, the serious health condition of a parent, child, or spouse, or the birth or adoption of a child. Specifically, the WFMLA allows eligible employees to take:

- Six (6) weeks leave for the birth or adoption of a child, to be taken within sixteen (16) weeks of the child's birth or adoption; and
- Two (2) weeks leave to care for the employee's own serious health condition or the serious health condition of the employee's parent, child, or spouse.

Leave taken under the federal Family and Medical Leave Act ("FMLA") runs concurrently with leave taken under the WFMLA to the extent both apply. However, an employee may be eligible for leave under the WFMLA, even if the employee is not eligible for or has exhausted leave under the federal FMLA.

See the Family Care and Medical Leave policy in the main Employee Handbook for additional provisions related to leave under the FMLA and WFMLA.

Employees taking leave under this policy must provide advance notice of the intended dates of leave, except in emergency circumstances. Rocketship may require certification of the need for leave under this policy, including written certification from a health care provider that identifies the probable duration of the leave. Rocketship will maintain an employee's existing benefit selections while on leave under this policy on the same terms as if the employee had continued to work.

Leave under this policy is unpaid. However, employees may substitute accrued paid leave for unpaid family and medical leave. No employee will be retaliated against for taking leave available under this policy. Rocketship will restore the employment of employees taking leave under this policy upon their return from leave in accordance with the requirements of Wisconsin law.

Military Leave

A Wisconsin employee who is a member of the National Guard, state defense forces, the Wisconsin Laboratory of Hygiene or the U.S. Armed Forces and who is ordered to report for active duty, active state service or to assist with an emergency may take an unpaid leave of absence for this service. An employee must notify Human Resources as soon as possible after learning of the need to take leave and Rocketship may require documentation to support the need for leave under this policy. No employee will be retaliated against for taking leave available under this policy.

Emergency Response Leave

Wisconsin employees may take unpaid leave to act as volunteer firefighters, emergency medical technicians, first responders or ambulance drivers for a volunteer fire department in response to an emergency. Employees who are members of the Civil Air Patrol may take unpaid leave to participate in emergency service operations for up to five (5) consecutive workdays and up to fifteen (15) days total in any calendar year. Employees must notify Rocketship in advance that they are an emergency responder or Civil Air Patrol member and must give notice of the need for leave as soon as practicable,

including the probable length or duration of such leave. Rocketship may require employees to provide written verification of their needed leave. No employee will be retaliated against for taking leave available under this policy.

Witness Leave

A Wisconsin employee may take unpaid leave to testify pursuant to a subpoena in criminal, children's code or juvenile justice code proceedings related to being a witness to a crime. Exempt employees will not incur any reduction in pay for a partial week's absence due to jury duty. Leave taken under this policy will be paid leave if the subpoena to testify is in a matter against Rocketship or involves the employee's employment at Rocketship. Employees must provide notice of the need for leave under this policy on the first business day after receiving the subpoena and Rocketship may require verification of the need for such leave. No employee will be retaliated against for taking leave available under this policy.

Voting Leave

Wisconsin employees who are registered voters may be eligible to take up to three (3) consecutive hours of unpaid time off to vote in any election. Employees must notify Rocketship before election day if they intend to take time off to vote, and . Rocketship reserves the right to designate what time the employee may take voting leave. Rocketship will not retaliate against any employee who exercises any rights consistent with this policy and applicable law.

Wisconsin employees are reminded and encouraged to take advantage of the availability of early voting or mail-in-voting opportunities in their local jurisdiction.

Elected Official Leave

Wisconsin employees acting as election officials may take unpaid time off for the 24-hour period of an election day in which the employee serves in an official election-related capacity. An employee seeking leave to act as an election official must provide at least seven (7) days' notice of the need for such leave and Rocketship may require written verification of the need for such leave. No employee will be retaliated against for taking leave available under this policy.

Bone Marrow / Organ Donation Leave

Wisconsin employees who have worked for Rocketship for at least fifty-two (52) consecutive weeks and at least 1,000 hours during that period, are eligible for up to six (6) weeks of unpaid leave in a 12-month period for the purpose of serving as a bone marrow or organ donor. The employee must provide written verification of the need for leave under this policy and the leave length permitted will be based on the period of time necessary for the employee to undergo the bone marrow or organ donation procedure to recover from the procedure. No employee will be retaliated against for taking leave available under this policy.

Weapons and Firearms, Violence in the Workplace Policies

Pursuant to Wis. Stat. §§ 948.605 and 948.61 , employees are prohibited from possessing or carrying firearms or dangerous weapons while on School property, in School-provided transportation, or at any School-sponsored or School-supervised activity, regardless of an employee's firearm licensee status, subject to limited exceptions.

Mandated Reporter Obligations

In Wisconsin, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee of a Rocketship Education school, or an employee of the Rocketship support office who has regular contact with children, you are a Mandated Reporter.

This “Mandated Reporter Policy” is intended to inform Rocketship Education employees of their responsibilities and rights under Wisconsin Stat. § 48.981, as well as the procedures for complying with the statute.

When Must You Report?

Wisconsin’s reporting law requires a report to be made when a mandated reporter has a “reasonable cause to suspect” that a child seen by the person in the course of professional duties has been “abused or neglected,” or when a mandated reporter has reason to believe that a child “has been threatened with abuse or neglect and that abuse or neglect of the child will occur.” In addition, under Wis. Stat. § 175.32, mandated reporters must notify law enforcement if they have a good faith belief, based on a threat made by an individual seen by the person in the course of professional duties, that there is a serious and imminent threat to the health or safety of a student or school employee or the public. The language chosen in the Wisconsin mandatory reporting statutes was deliberate and was drafted to ensure that abused children are identified and protected.

As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

Pursuant to Wis. Stat. § 48.02(1) and (12g), “abuse” and “neglect” include: , an abused or neglected child is a child who has been subjected to:

- Physical injury that is inflicted on a child by other than accidental means
- Sexual intercourse or sexual contact
- Sex trafficking.
- Grooming for sexual activity.
- Exposing or causing a child to expose genitals, pubic area, or intimate parts.
- Permitting, allowing, or encouraging a child to engage in prostitution
- Sexual exploitation through pornography
- Emotional damage for which the child’s parent, guardian or legal custodian has neglected, refused or been unable for reasons other than poverty to obtain the treatment necessary to remedy the harm
- Methamphetamine manufacture in a child’s home, on the premises of a child’s home, in a motor vehicle on the premises of a child’s home, or where a reasonable person should have known that the manufacture would be seen, smelled, or heard by a child
- Failure, refusal or inability on the part of a parent, guardian, legal custodian, or other person exercising temporary or permanent control over a child for reasons other than poverty to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

Procedures for Reporting

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.
2. In the Milwaukee Area, you can contact the: Bureau of Milwaukee Child Welfare (BMCW) (414) 220-SAFE or Milwaukee Police Department/Sensitive Crimes (MPD) (414) 935-7405. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge
 - a. It is the policy of Rocketship Education to report suspicion of abuse to the Principal of Rocketship, unless the Principal of Rocketship is the subject of the suspicion. REMEMBER, reporting the information to a Principal or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
 - b. All mandated reporters who know or suspect abuse or that abuse has been threatened must make a report.
 - c. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report. If a child has been taken from school by the Bureau of Milwaukee Child Welfare of the Milwaukee Police Department the Principal shall obtain the name and badge number of the person taking the child. If the administrator is contacted by the parent/legal guardian, the parent or legal guardian should be advised to contact the appropriate agency for further information, either BMCW or MPD.
4. In the case of peer sexual contact, the principal/designee shall NOT inform the parent or legal guardian as to the identity of the juvenile participant(s) in the incident. That information is confidential and shall be released only to the BMCW or the MPD. Parents/guardians should be referred to the appropriate agency. Protections and Immunity from Liability
 - All reports of suspected abuse or neglect are confidential. With few exceptions, as delineated in statute, no information that could be used to identify the reporter (e.g., place of employment, job title) can be shared. (See Wis. Stat. § 48.981(7)(a))
 - Anyone who, in good faith, reports suspected abuse or neglect is immune from both criminal and civil liability. (See Wis. Stat. § 48.981(4))
 - No person may be discharged, disciplined or otherwise discriminated against in regard to employment, or threatened with any such treatment, for making a report of suspected abuse or neglect in good faith. (See Wis. Stat. § 48.981(2)(e))

Consequences for Failing to File a Report

Any person who intentionally violates this section by failure to report as required may be fined or imprisoned or both. (See Wis. Stat. § 48.981(6)).

25-26 Local Indicators Report

What are local indicators?

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, charters or districts are required to measure and report their progress to be displayed on the California School Dashboard. The indicators themselves are reported in a variety of formats, including data, self-ratings, and narratives. These will be reviewed by the state and published on the Dashboard with an indication of whether the standards have been “met” or “not met”.

The priorities that have local indicators that are applicable to Rocketship schools are:

- Priority 1: *Basics: Teachers, Instructional Materials, Facilities*
- Priority 2: *Implementation of Academic Standards*
- Priority 3: *Parent and Family Engagement*
- Priority 6: *Local Climate Survey*
- Priority 7: *Access to a Broad Course of Study*

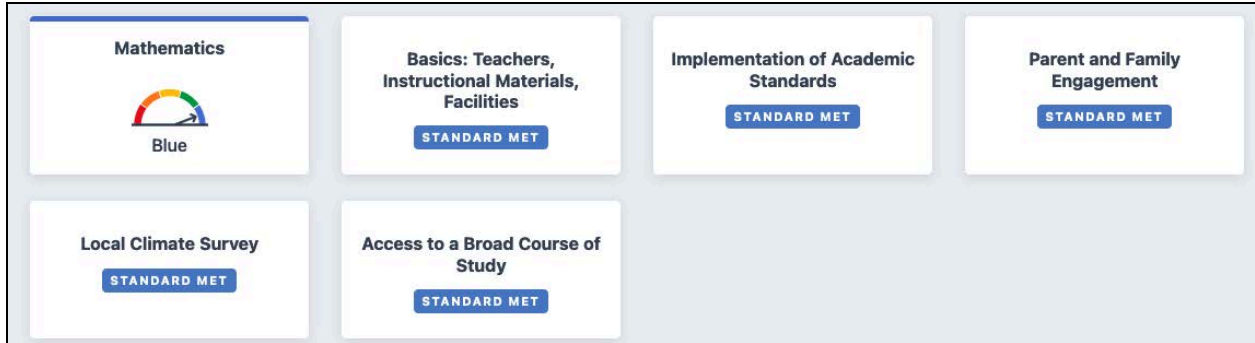
The state requires that local indicators be approved in conjunction with the school Local Control and Accountability Plans (LCAPs). The indicators will be uploaded to the dashboard in the Fall of 2026.

Why do local indicators matter?

Dashboards (see below) are important ways for the public (e.g., parents, community members) to learn about schools. By presenting strong local indicators to complement our state scores we are able to share publicly about the work done in Rocketship Schools as well as illustrate our quantitative data with a narrative of the progress on initiatives our schools are achieving.

Additionally, under AB 1505, charters with consistently high scores across their Dashboard will be considered “high performing” and eligible for a differentiated renewal process.

Sample dashboard -- screenshot of CDE website's 2023 dashboard for Rocketship Rising Stars



What indicators will we report for 25-26?

	<i>Priority 1</i>	<i>Priority 2</i>	<i>Priority 3</i>	<i>Priority 6</i>	<i>Priority 7</i>
Rocketship Mateo Sheedy	Met	Met	Met	Met	Met
Rocketship Si Se Puede	Met	Met	Met	Met	Met
Rocketship Los Sueños	Met	Met	Met	Met	Met
Rocketship Mosaic	Met	Met	Met	Met	Met
Rocketship Discovery Prep	Met	Met	Met	Met	Met
Rocketship Brilliant Minds	Met	Met	Met	Met	Met
Rocketship Alma	Met	Met	Met	Met	Met
Rocketship Spark	Met	Met	Met	Met	Met
Rocketship Fuerza	Met	Met	Met	Met	Met
Rocketship Rising Stars	Met	Met	Met	Met	Met
Rocketship Redwood City	Met	Met	Met	Met	Met
Rocketship Futuro	Met	Met	Met	Met	Met
Rocketship Delta Prep	Met	Met	Met	Met	Met

As in previous years, all local indicators will be reported as met, with additional details available for each indicator. Below we've included some of the details.

Basic conditions of the school

In this category, we will first report that all of our students had access to curriculum aligned instructional materials and that our facilities at no point failed to meet the “good repair” standards.

Additionally, we will reflect that we had no teacher mis-assignments (i.e., teachers instructing in a subject that they are not credentialed to teach) as well as no teacher vacancies over the course of the school year.

Implementation of Academic State Standards

This category gives us the opportunity to reflect on our work to implement academic standards, including vis-a-vis instructional materials and professional learning for staff. Given Rocketship's deep and enduring work to develop teachers, both through central and school based professional development sessions and ongoing observation and coaching, we plan to report we are at full implementation and sustainability (stage five of five) or full implementation (stage four of five) for most categories and subjects on several questions related to professional learning, supporting staff on identifying areas to improve, and engaging staff on their PD needs. We are excited to report full implementation and sustainability for all content areas when it comes to making instructional materials available in all classrooms that are aligned to the recently adopted academic standards. We will also report full implementation or full implementation and sustainability for all content areas in regards to our progress implementing policies and programs that support staff in identifying areas where they can improve delivering instruction aligned to recently adopted academic standards. Lastly, we will continue to focus on our enrichments as we report initial-to-full implementation on progress to date on implementing health, physical education, and visual/performing arts standards and are looking forward to expanding our arts programming with additional state funding.

Parent Engagement

In this category we are asked to report the phase of implementation for different aspects of parent engagement. We plan to report that all aspects are either at full implementation (one third of parent engagement metrics) or full implementation and sustainability (two thirds of parent engagement metrics). Aspects at full implementation (stage four of five) include providing opportunities to have families, teachers, principals and admins work together to plan and implement family engagement activities, providing information and resources to support student learning and development in the home, and supporting parent advocacy and engagement in

advisory groups. We plan to report that we are at full implementation and sustainability (stage five of five) for programs which allow teachers to meet with students and families since we believe that these programs are strong and have been strong for multiple years. Additionally, we will also report full implementation and sustainability when it comes to supporting families in understanding and exercising their legal rights and advocating for their own and all students as well as supporting staff in learning about each family's strengths, cultures, languages and goals for their children.

We are excited to report that all four categories in the building relationships between school staff and families category are at the full implementation and sustainability stage. This can be attributed to the successful rollout of a new two way communication platform, which has been fully implemented and well received by families.

Additionally, we will reflect on ways to continue to foster increased family ownership in all phases of planning, communication, and execution of school activities. With these activities, we also plan to engage families to ensure the consistency, quantity and quality of events meets their needs and are meaningful to their school experience. We will also describe the positive impact our CareCorps program is having on our ability to form strong relationships, seek input for decision making and help families understand their rights, particularly for our underrepresented students. We will highlight the success brought by the full implementation of CLOC (CA Leadership Organizing Committee), to train families at each school on their rights and civic engagement, as well as the full implementation of Parent University, which offers families training on a wide range of parenting and community betterment topics. Lastly, we will report on the activities of the campus family advisory boards, regional advisory board and School Site Councils (SSC) and their inputs on decision making at the school site and regional level.

Local Climate Survey

In this category, we will reflect on the students' experience, sharing portions of the parent survey. We will focus on questions about school safety in particular and the overall student experience.

These scores vary by school but we will share one to two reasons why the school has excelled in building a safe climate, such as strong dismissal, great teacher relationships, high parent involvement, and a few ways that each school will seek to improve.

Access to a Broad Course of Study

This category gives us the opportunity to provide narratives describing how we ensure all students -- regardless of demographics or special education status -- have access to a “broad course of study” across subject areas. We will report that all students have access to a broad course of study, which is successfully achieved through Rocketship’s inclusion model, robust data tracking processes, structures such as “check in check out” and extension work.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Academy Brilliant Minds	Vanessa Estavillo, Principal	brilliantminds@rsed.org ; 408-708-5650

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Academy Brilliant Minds opened in August 2012, the sixth Rocketship campus to open in San Jose. The campus serves 500 students in grades TK-5. Approximately 73% of the students are socioeconomically disadvantaged, 10% are Homeless, 47% are English learners, 75% are Hispanic/Latinx and 19% are Asian. Additionally, Rocketship Academy Brilliant Minds has approximately 14% of students who qualify for special education services.

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

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

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At Rocketship Academy Brilliant Minds this fifth core value is initiative. Students at Rocketship Brilliant Minds take initiative, operating with ownership over their academic and personal growth. Our talented team of educators works collaboratively with our dedicated parent community to ensure every Rocketeer on our campus receives an individualized educational experience tailored to his or her learning needs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Academy Brilliant Minds which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

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

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

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2025 Dashboard Reflection

English Language Arts achievement decreased 3.1 points to 16.2 points below standard maintaining an Orange indicator. **Mathematics** achievement maintained at ~6 points below standard earning a Yellow indicator. The school will continue to strengthen implementation of action 1.1 Personalized Learning to facilitate additional growth in these areas.

RBM has identified a success in **English Learner Progress** with a 5 percentage point increase in English Learners progressing or maintaining at the highest level on the 2025 ELPAC (45%, Yellow). The school will build on this success by implementing action 1.3 Services to Support Multilingual Students.

The school is showing some success in reducing the **Chronic Absenteeism** rate with a 1.3 percentage point decline from the previous year. To continue this progress, the school has intensified its supports for families of students identified as in danger of chronic absenteeism through the 4.4 Care Corps and 5.5 Attendance Initiatives actions.

RBM has also identified a success in maintaining a 0% **Suspension** rate. The school plans to continue this success by implementing action 4.3 Social Emotional Learning.

In the 2025-26 school year, the school was identified for Targeted Support and Improvement (TSI) based on the data from the 2025 California School Dashboard, showing Homeless students in the lowest status level for the Chronic Absenteeism indicator. Actions 4.4 Care Corps and 5.5 Attendance Initiatives include evidence-based strategies to address this need.

Learning Recovery Emergency Block Grant (LREBG)

RBM has \$47,064 in unexpended LREBG funds for the 2026-27 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The RBM needs assessment substantiated findings from the 2025 Dashboard related to student academic needs in English Language Arts and Mathematics for the students with disabilities subgroup.

RBM students need tailored supports to remove barriers to success.

Although RBM runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by providing additional staffing to reduce teacher:student ratios. Metrics 1.1 and 1.2 CAASPP ELA and Math: % Met or Exceeded Standard for students with disabilities will be used to monitor the effectiveness of this action.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Rocketship Academy Brilliant Minds is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Academy Brilliant Minds is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Academy Brilliant Minds is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RBM based on the CA School Dashboard for 2025 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input in May of 2025. 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 27, 2026. The LCAP was adopted on June 11, 2026.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos, community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 2026).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (8/30/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (Winter 2025).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Action 1.3 was modified based on teacher and administrator feedback that the ELPAC Interim Assessment should be discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction in place of it.

Action 1.4 Special Education Supports: Input was gathered during IEP meetings, parent conferences, and School Site Council and English Learner Advisory Committee (SSC/ELAC) meetings throughout the school year. Families and staff emphasized the importance of increased access to specialized services, improved communication between home and school, and expanded mental health supports. This input will guide continued investment in staffing, improved scheduling of services, and enhanced family communication systems moving forward.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 47.1% English Learners: 31.3% Hispanic: 40.1% Socioeconomically Disadvantaged: 46.3% Students with Disabilities: 18.2% Asian: 76.9% Data Year: 2022-23	All Students: 46.5% English Learners: 21.1% Hispanic: 40.4% Socioeconomically Disadvantaged: 42.4% Homeless: 35.7% Students with Disabilities: 3.7% Asian: 70.3% Data Year: 2023-24	All Students: 46.4% English Learners: 31.8% Hispanic: 38.4% Socioeconomically Disadvantaged: 43.8% Homeless: 38.5% Students with Disabilities: 9.4% Asian: 75% Data Year: 2024-25	52% Data Year: 2025-26	All Students: -0.7 English Learners: +0.5 Hispanic: -1.7 Socioeconomically Disadvantaged: -2.5 Homeless: n/a Students with Disabilities: -8.8 Asian: -1.9 Data Year: 2024–25
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 41.4% English Learners: 24.1% Hispanic: 33.3% Socioeconomically Disadvantaged: 38.8% Students with Disabilities: 13.6% Asian: 71.8% Data Year: 2022-23	All Students: 50.0% English Learners: 33.3% Hispanic: 42.4% Socioeconomically Disadvantaged: 44.3% Homeless: 35.7% Students with Disabilities: 14.8% Asian: 81.1% Data Year: 2023-24	All Students: 46.4% English Learners: 34.1% Hispanic: 37.7% Socioeconomically Disadvantaged: 43.8% Homeless: 30.8% Students with Disabilities: 9.4% Asian: 80.0% Data Year: 2024-25	55% Data Year: 2025-26	All Students: +5 English Learners: +10 Hispanic: +4.4 Socioeconomically Disadvantaged: +5 Homeless: n/a Students with Disabilities: +4.2 Asian: +8.2 Data Year: 2024–25

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 26.4% English Learners: 10.0% Hispanic: 19.1% Socioeconomically Disadvantaged: 22.0% Data Year: 2022-23	All Students: 28.9% English Learners: 0.0% Hispanic: 26.2% Socioeconomically Disadvantaged: 27.3% Data Year: 2023-24	All Students: 9.1% English Learners: 0.0% Hispanic: 2.9% Socioeconomically Disadvantaged: 5.9% Data Year: 2024–25	34% Data Year: 2025-26	All Students: -17.3 English Learners: -10.0 Hispanic: -16.2 Socioeconomically Disadvantaged: -16.1 Data Year: 2024-25
1.4	Avg Growth Years for Reading on NWEA (K-2) <i>Data Source: NWEA MAP</i>	.88 Years Data Year: 2023-24	.94 Years Data Year: 2024-25	1.75 Years Data Year: 2025-26	1.2 Years Data Year: 2026-27	+.87 Data Year: 2025-26
1.5	Avg Growth Years for Math on NWEA (K-2) <i>Data Source: NWEA MAP</i>	.98 Years Data Year: 2023-24	1.16 Years Data Year: 2024-25	1.73 Years Data Year: 2025-26	1.2 Years Data Year: 2026-27	+.75 Data Year: 2025-26
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) <i>Data Source: CA Dashboard</i>	50% Data Year: 2022-23	39.8% Data Year: 2023-24	44.6% Data Year: 2024–25	45% Data Year: 2025-26	-5.4 Data Year: 2024–25

1.7	EL Reclassification Rate <i>Data Source: Internal SIS Demographics Data</i>	10.3% Data Year: 2023-24 (as of 3/29/24)	5.5% Data Year: 2024-25 (as of 4/4/25)	-4.8 Data Year: 2025-26	8% Data Year: 2026-27	-4.8 Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned, with the exception of Action 1.3 (Services to Support Multilingual Learners), where adjustments were made.

1.1 Personalized Learning

Small group instruction improved, resulting in more students receiving instruction at their appropriate level with targeted support to advance. Progress monitoring systems were strengthened using multiple measures to better inform instruction. A key challenge was addressing a wide range of student needs within classrooms. Variability in student levels made it difficult to consistently group students and deploy staff strategically.

1.2 Special Education Supports

Additional assessments and expanded services improved timely identification of student needs and allowed for more targeted interventions. Increased collaboration among staff strengthened implementation of the inclusion model. Students showed improved access to grade-level curriculum, and use of assistive technology increased to support learning and independence.

1.3 Services to Support Multilingual Learners

The ELPAC Interim Assessment was discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction. Teachers used the tool biweekly to identify focus skills and inform grouping for Designated ELD.

Implementation improved clarity around high-quality ELD instruction and supported identification of students and skills for re-teaching. Over 80% of newcomer students receiving targeted support demonstrated growth on post-assessments. As a first-year implementation, challenges included inconsistent data collection, limited clarity on the rubric, and varying teacher capacity to use the tool effectively. Despite this, available data was used to guide instruction.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 Special Education Supports budgeted expenditures \$358,730 and estimated actuals \$991,949 difference was due to the increased need for special education contracted staff due to open roles and higher than anticipated special education support needs. Contracted staff are more expensive than hiring internal staff.

Action 1.4 Rocketship Reads budgeted expenditures \$97,432 and estimated actuals \$87,020 difference was due to fewer books needed to replenish classroom library than initially expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning and 1.4 Rocketship Reads actions have been somewhat effective overall, as evidenced by inconsistent assessment results on the CAASPP ELA, Math, and Science assessments. However, the actions are showing effectiveness in grades K-2, where we exceeded our targets in Math (1.73) and Reading (1.75 Years) on the NWEA MAP.

Our tier 2 supports during Learning Lab are showing effectiveness with 53% of students provided Tier 2 support by a tutor Tier 2 during Learning Lab time meeting their Dibels Reading growth target for Fall to Winter.

1.2 Special Education Supports actions were somewhat effective in making progress toward the goal. While key supports and inclusive practices were implemented, CAASPP outcomes for Students with Disabilities showed limited or inconsistent growth across content areas. These results suggest a need for stronger alignment of services, more consistent implementation of inclusive practices, and more strategic staffing to better support student progress.

The 1.3 Services to Support Multilingual Students action has shown some effectiveness. In 2025, we had 45% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 6.8%.

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

Action 1.1 was modified from a “more than 1:1 student to Chromebook ratio” to “maintain a 1:1 student to Chromebook ratio”. Also, the description was modified to include what will be added to the action in 2026-27.

Action 1.2 was modified to include plans for 2026-27.

Action 1.3 was modified to remove the ELPAC interim and add the ELD progress monitoring tool (as discussed in the first prompt).

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RBM's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	\$ (Title I \$)	Yes
1.2	Special Education Supports (LREBG)	Although RBM runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.		No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.		No
1.4	Rocketship Reads	Rocketship Academy Brilliant Minds will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores and fostering a love of learning and constant growth. This will include working with our entire school staff on modeling reading as an everyday activity. Our Humanities teachers will also own and implement “book shopping” within their classrooms to ensure students always have a “just right” book they are ready to enjoy at home or in spare moments at school.	\$	Yes

Goal 2

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home <i>Data Source: Williams' Textbook Sufficiency Report</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.2	Number/% of total and EL teachers credentialed & properly assigned <i>Data Source: Internal Staffing Data Tracker</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	Maintained Data Year: 2025-26	Maintained Data Year: 2024-25
2.3	% of adopted standards including ELD standards implemented <i>Data Source: Observations and Coaching Logs</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned.

2.1 High-Quality, Research-Based Curriculum: CKLA Integrated and Knowledge was successfully adopted across campuses, with aligned unit launches and bi-weekly coaching cycles supporting implementation. Key challenges included differentiating instruction for below-grade-level readers while maintaining access to grade-level content, as well as the learning curve associated with a new curriculum. Initial differentiation resources have been developed and will continue to be refined.

2.2 Professional Development: Expanding new educator orientation into a three-day experience strengthened alignment and collaboration. The primary challenge was differentiating support for new and returning teachers implementing the same curriculum, which will be refined moving forward.

2.3 Data-Driven Instructional Practices: Progress monitoring for English Learners and adoption of Amira improved efficiency and data use. The main area for growth is building teacher capacity to analyze data and take effective instructional action.

2.4 Instructional Coaching: New coaching tools strengthened coaches' ability to diagnose and develop teacher practice. Coaching in the moment has helped teachers to better understand their data. A key challenge is accelerating the development of first-year coaches.

2.5 Teacher Credentialing

Rocketship Public Schools has significantly expanded educator development pathways through strengthened university partnerships, increasing access to degree, intern, and residency programs. Through partnerships with Reach University and Rivet School, 10 staff members have earned bachelor's degrees and 15 are currently enrolled, creating a pipeline into credential programs and teaching roles. Rocketship currently supports over 75 educators across credentialing pathways, including Multiple Subject, Education Specialist, and PK–3 programs through Reach University, San José State University, Santa Clara County, and Loyola Marymount University. For the 2025–2026 school year, this includes 44 participants in the Reach Intern Program, 18 enrolled at SJSU (with 15 additional projected), 1 participant in the PK–3 pathway, and 5 residents in LMU's program. The Credentialing & Compliance Team partners closely with universities to streamline program implementation, allowing educators to focus on instructional practice and student outcomes. This expansion reflects significant growth from prior years when Reach was the sole partner. Looking ahead, Rocketship aims to enroll over 50 staff members in intern programs for the 2026–2027 school year.

2.6 Culturally Responsive Pedagogy: The school successfully implemented the Kimochis SEL curriculum in TK–2. The next step is refining a stronger SEL approach for grades 3–5 in 2026–2027.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.4 Instructional Coaching budgeted expenditures \$224,248 and estimated actuals \$252,514 difference was due to instructional coaching being primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards (100%), combined with excellent instructional materials provided to all students (100%), and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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

Action 2.1 has been modified to describe the Rocketship approach as grounded in the “Science of Reading” instead of “Balanced Literacy.” Additionally, language was modified to indicate that the school will be in the second year of CKLA implementation and is adding Tools of the Mind to support our youngest students in the development of self-regulation skills.

Action 2.5 has been modified to describe the expanded opportunities available for teachers and staff to progress towards earning a teaching credential.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RBM curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RBM operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RBM utilizes an approach grounded in the Science of Reading for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 26-27, we will be refining our approach to CK Integrated for grades 3-5, CKLA Knowledge for K-2 in the second year of implementation to pair with CKLA Skills which has already been in place. We will also be elevating our early childhood education approach by adopting Tools of the Mind to support young students develop self-regulation skills such as focusing attention, persisting at a challenging task, learning how to learn, and managing emotions.		No

2.2	Professional Development	Professional Development is a critical component of the RBM program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RBM hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RBM has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RBM will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.		Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.		Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RBM teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.		Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We continue to strengthen our Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two-year route to earning their Preliminary Credential. We have also launched a new program partnership with San Jose University to support our Education Specialist. Ever expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their bachelor's degree in liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 26-27 school year.		No
2.6	Culturally Responsive Pedagogy	RBM is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.		No

Goal 3

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Local Control and Accountability Plan

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard <i>Data Source: iAuditor Internal Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
3.2	% of students feel safe on campus (As measured by student survey) <i>Data Source: Internal Survey</i>	83% Data Year: 2023-24	78% Data Year: 2024-25		75% Data Year: 2026-27	-5 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) <i>Data Source: Annual Parent Survey</i>	91% Data Year: 2023-24	93% Data Year: 2024-25		85% Data Year: 2026-27	+2 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing & Development, additional training provided for operations specialists at the start of the year led to improved implementation of recess protocols, ultimately enhancing student

engagement and joy. In 3.2 Facilities Maintenance, training operations staff on space-management systems has streamlined teacher access to materials and resulted in higher internal scores for physical space utilization. In 3.3 Safety Training, it has been difficult for the BOMs to conduct the weekly safety walkthroughs, where they check all security systems on campus at random times to ensure they are being implemented as planned. Additional attention is being placed on conducting these safety walkthroughs each week to ensure regularity.

Regarding 3.4 School-wide Operational Systems & Routines, high student support needs earlier this year led to less frequent one-on-one meetings between the Business Operations Manager (BOM) and Operations Specialists. Schedules have since been adjusted to ensure all specialists receive their planned support moving forward. Survey feedback indicates that 90% of BOMs are very satisfied or satisfied with the monthly professional development provided. Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.3 Safety Training budgeted expenditures \$16,034 and estimated actuals \$13,310 difference was due to cost of safety materials being lower than expected and Business Operations Manager (BOM) compensation costs being lower than planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 78% and % of families feel campus is safe: 93%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations. Parents have expressed that they like the way teachers ensure the safety of the kids.

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

There are no planned changes.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.		Yes
3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.		No

3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.		No
3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.		No

Goal 4

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 5-Student Engagement, 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) <i>Data Source: Internal Survey</i>	83% Data Year: 2023-24	84% Data Year: 2024-25		75% Data Year: 2026-27	+1 Data Year: 2025-26
4.2	Suspension rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	All Students: 0% Data Year: 2023-24 (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.3	Expulsion rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	All Students: 0% Data Year: 2023-24 (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs <i>Data Source: SIS Schedule Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned.

In **4.1 Enrichment**, the school implemented a new virtual reality coding enrichment for upper grade students led by the STEAM teacher. Students from the school have been invited to Google Demo Day to present their projects at the Google Sunnyvale offices.

In **4.2 Outdoor Education and Community Experiences**, we held successful science camp trips for grades 4 and 5, as indicated by positive student and family feedback. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events.

Through the **4.4 Care Corps** action, the schools are providing support to thousands of families across the network. Our Care Closet provides free clothing to 50-100 families each month and our food distribution program serves 800 families each month. Vision to Learn is screening and testing all students and those that require additional care get free glasses and/or a referral to a specialist and support throughout that process from our Care Corps Coordinators.

Additionally, 225 families graduated from Rocketship Parent University, and we added a new set of sessions this fall with the same topics but added more mental health, parenting, grieving, and financial literacy workshops. We also partnered with a technology high school in Palo Alto who donated 25 Mac laptops to our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.2 Outdoor Education and Community Experiences budgeted expenditures \$57,696 and estimated actuals \$71,551 difference was due to Science camp expenses being higher than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning and Care Corps actions were effective, as evidenced by % of student feel connected at school (As measured by student survey) (84%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study.

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

Action 4.2 has been modified to better describe the current camp programs.

Action 4.4 service offerings have been modified in response to feedback from families regarding their needs. The Care Corps program now devotes the majority of their efforts to combatting chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	Enrichment is a critical component of a students’ education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.		Yes

4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to connect the learning to the curriculum back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experiences are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for a 4 day overnight trip of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.		Yes

4.3	Social Emotional Learning	At Rocketship Academy Brilliant Minds, we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our 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. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Academy Brilliant Minds core values: respect, responsibility, persistence, empathy, and initiative. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage 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 of time 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 particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. 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. Our 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.		No

		We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. 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.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: Food Distribution: We service 800 families every month across San Jose and East Bay. Care Closet: Free clothing families can access either at food distribution sites or on campus Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). Health Screenings: Conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. Partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. Chronic Absenteeism Support and Family Engagement Our Coordinators now partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases. In addition, Coordinators provide direct support to families through: • Family needs assessments and referrals to community resources and services		No

		• Home visits and wellness checks • Engagement in attendance recognition and celebration events on campus • Planning and co- facilitating community attendance workshops. • Supporting and leading the implementation of the RPS Attendance Escalation Protocols to strengthen and build strong family partnerships and increase student learning time.		

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement (see Action 5.1 below for how the school promotes participation of parents of unduplicated pupils and pupils with exceptional needs) and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met.

Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

5.1	Average Daily Attendance <i>Data Source: SIS Attendance Reports</i>	93.2% Data Year: 2023-24 (as of 3/29/24)	93.8% Data Year: 2024-25 (as of 4/4/25)	94.5% Data Year: 2025-26 (as of 4/28/26)	95% Data Year: 2026-27	+1.3 Data Year: 2025-26
5.2	Chronic Absenteeism rate for all students and all significant subgroups <i>Data Source: SIS Attendance Reports</i>	All Students: 18.1% English Learners: 16.6% Low Income: 19.0% Students with Disabilities: 18.5% Homeless: 31.7% Asian: 5.9% Hispanic/Latinx: 20.8% Data Year: 2023-24 (as of 3/29/24)	All Students: 19.7% English Learners: 16.3% Low Income: 20.2% Students with Disabilities: 20.2% Homeless: 37.5% Asian: 6.3% Hispanic/Latinx: 22.7% Data Year: 2024-25 (as of 4/4/25)	All Students: 17.1% Data Year: 2025-26 (as of 4/28/26)	All Students: 20% Data Year: 2026-27	-1 Data Year: 2025-26
5.3	% of parents are involved (% parents on track to complete participation hours) <i>Data Source: Internal HelpCounter Data</i>	98% Data Year 2023-24 (as of 5/3/24)	83% Data Year 2024-25 (as of 4/4/25)	Data Year: 2025-26	88% Data Year 2026-27	Data Year: 2025-26

5.4	% Home visits completed <i>Data Source: Internal Data</i>	96% Data Year 2023-24	97% Data Year 2024-25	Data Year: 2025-26	95% Data Year 2026-27	Data Year: 2025-26
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) <i>Data Source: Annual Parent Survey</i>	84% Data Year 2023-24	89% Data Year 2024-25	89% Data Year: 2025-26	90% Data Year 2026-27	+5 Data Year: 2025-26
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) <i>Data Source: Annual Parent Survey</i>	87% Data Year: 2023-24	87% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26
5.7	Portion of parents with input into decision making (Parent survey participation rate) <i>Data Source: Annual Parent Survey</i>	100% Data Year: 2023-24	92% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned.

In **5.3 School-Family Partnership** and **5.4 Los Dichos**, each of our 13 California schools now host a Family Literacy Night at a local library. This shift is inspired by the success of last year's event with Rocketship Redwood City Prep—featuring a storytime, interactive activities, the Five Finger Rule reading strategy, and community tables. We even enrolled five new students by the end of the night! Parent survey feedback indicates that parents were very satisfied with this event, especially those families who are not often able to attend the Los Dichos events that occur during school hours.

The partnerships with the majority of libraries have been amazing with overall very strong communication and support with providing space and book giveaways for students.

There is a need to strengthen School-Family Partnerships by providing more regular communication with families about student progress using the reports provided by the various assessment systems.

In **5.5 Attendance Initiatives**, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Over the past year, our work has shifted from a traditional case management model—supporting 15–20 individual cases each quarter—to a focused, systemic approach targeting Chronic Absenteeism.

Our Coordinators now partner with 40–50 families per site, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining Chronic Absenteeism rates low while supporting ADA increases.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (parents on track to complete participation hours) (83%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (97%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (89%) and % of parents connected (87%), and % of parents with input on decision making (92%). 5.6 Attendance Initiatives was effective Average Daily Attendance (94%), by Chronic Absenteeism rate for all students and all significant subgroups (20% overall).

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

In 5.5 Attendance Initiatives, the action description has been updated to provide more detail on our program to address chronic absenteeism. We have moved away from 9 weeks of case managing 15 families to now doing outreach and support to all chronically absent families.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We have designed our family engagement model <i>with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs.</i> To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Academic Partnership Meetings: We hold Academic Partnership meetings (such as Literacy Night) to increase awareness and provide skill-building opportunities for families to partner with the school to positively impact academic student outcomes. Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Movie Nights, or Middle School Expo. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.		Yes

		Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		
5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families 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: School Site Council (SSC) and English Learner Advisory Committee (ELAC): These committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.		No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the launch of our Coordination of Services Team (COST), schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinators to ensure the program's implementation at each school. The Los Dichos Program Manager and Rocketship Coordinators meet monthly to review and discuss lesson plans and activities before going into the classroom.		No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I: Everyone has access to: • School health screenings for vision, dental and hearing. • Immunization Clinics • Rocketship Parent University courses like ESL, parenting, digital literacy workshops, etc Tier II: • Self referral ICARE Form • Proactive outreach to MKV families & conduct needs assessments • Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) • Supporting school with community attendance meetings (SART- School Attendance Review Team) • Attendance Family Workshops • Support with school wide attendance recognitions and cultural celebrations Tier III:Chronic Absenteeism Support and Family Engagement Our Coordinators partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
%	0%	\$0	%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2025 ELA performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at orange level (EL -25.1 and SED -23.6). In 2025 Math performance, we find that both groups are at yellow level (EL -13.4 and SED -13.2). The English Learner Progress Indicator is yellow, with 44.6% of students making progress towards English language proficiency. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2025, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of students feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	Not applicable	Not applicable	Not applicable

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

Local Control and Accountability Plan

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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. RBM 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 Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,327,306.53	\$ 4,007,228.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	\$ 671,323	\$ 711,251
1	2	Special Education Supports	No	\$ 358,730	\$ 991,949
1	3	Services to Support Multilingual Students	No	\$ 61,247	\$ 56,667
1	4	Rocketship Reads	Yes	\$ 97,432	\$ 87,020
2	1	High quality, research-based curriculum	No	\$ 44,856	\$ 41,923
2	2	Professional Development	Yes	\$ 231,200	\$ 240,230
2	3	Data Driven Instructional Practices	Yes	\$ 71,521	\$ 74,375
2	4	Instructional Coaching	Yes	\$ 224,248	\$ 252,514
2	5	Teacher Credentialing	No	\$ 9,056	\$ -
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Operations Staffing & Development	Yes	\$ 536,920	\$ 510,728
3	2	Facilities Maintenance	No	\$ 260,886	\$ 276,039
3	3	Safety Training	No	\$ 16,034	\$ 13,310
3	4	School-wide Operational Systems & Routines	No	\$ -	\$ -
4	1	Enrichment	Yes	\$ 194,340	\$ 191,793
4	2	Outdoor Education and Community Experiences	Yes	\$ 57,696	\$ 71,551
4	3	Social Emotional Learning	Yes	\$ 168,635	\$ 162,279
4	4	Care Corps	No	\$ 117,327	\$ 119,937
5	1	Family Engagement	Yes	\$ 108,612	\$ 109,828
5	2	Family Advocacy and Leadership	No	\$ -	\$ -
5	3	School-Family Partnership	No	\$ 54,192	\$ 52,246
5	4	Los Dichos	No	\$ 26,293	\$ 25,834
5	5	Attendance Initiatives	No	\$ 16,758	\$ 17,754

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,779,467	\$ 1,935,288	\$ 1,979,380	\$ (44,092)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
1	1	Personalized Learning	Yes	\$ 413,318	\$ 441,340.53	0.000%	0.000%
1	4	Rocketship Reads	Yes	\$ 97,432	\$ 87,019.95	0.000%	0.000%
2	2	Professional Development	Yes	\$ 231,200	\$ 240,230.21	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	\$ 71,521	\$ 74,374.67	0.000%	0.000%
2	4	Instructional Coaching	Yes	\$ 224,248	\$ 252,514.46	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	\$ 536,920	\$ 510,728.44	0.000%	0.000%
4	1	Enrichment	Yes	\$ 194,340	\$ 191,792.79	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	\$ 57,696	\$ 71,551.10	0.000%	0.000%
4	3	Social Emotional Learning	Yes	\$ -		0.000%	0.000%
5	1	Family Engagement	Yes	\$ 108,612	\$ 109,827.60	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,301,608	\$ 1,779,467	0.000%	33.565%	\$ 1,979,380	0.000%	37.335%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

Local Control and Accountability Plan Instructions

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
Enter the metric number.
Metric
Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
- Enter the baseline when completing the LCAP for 2024–25. - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - Indicate the school year to which the baseline data applies. - The baseline data must remain unchanged throughout the three-year LCAP. - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Local Control and Accountability Plan Instructions

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it 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.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Delta Prep	Nia Belvin, Principal	rdl@rsed.org ; (925) 951-6800

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Delta Prep (RDL) opened in August 2018 in Antioch, CA; it is the 13th Rocketship school to open in the Bay Area. The school now serves 540 students in grades TK-5. Approximately 59% of the students are socioeconomically disadvantaged, 7% are homeless, 24% are English learners, 56% are Hispanic/Latinx and 35% are African American. Additionally, 9% of students qualify for special education services.

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

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

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

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Delta Prep which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these

requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

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

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

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections for Red Indicators (required to remain in LCAP for the 3-Year LCAP cycle)

RDL has identified a need in Chronic Absenteeism Overall (Red, 48.9%) and for English Learners (Red, 54%), Socioeconomically Disadvantaged (Red, 50.5%), African American (Red, 47.5%), and Hispanic (Red, 48.6%) student groups). We will address this need by implementing required action 5.5 Attendance Initiatives.

RDL has identified a need in ELA for the African American student group (Red, -76). We will address this need by implementing required action 1.1 Personalized Learning.

2025 Dashboard Reflections

Math achievement increased for students overall and all numerically significant subgroups in 2025-26. However, English Language Arts achievement decreased for students overall and all subgroups. We will address this need by implementing required action 1.1 Personalized Learning. English Learner progress also decreased indicating the need to strengthen implementation of Action 1.3 Services to Support Multilingual Students.

The school’s actions to decrease chronic absenteeism are showing success with a 9.3 percentage point decrease in chronic absenteeism in 2024-25, resulting in a Yellow dashboard indicator. However, the Homeless student subgroup is at the Red level with an 8 percentage point increase. The school will continue to provide attendance support through actions 4.4 Care Corps and 5.5 Attendance Initiatives, especially the intensive wrap around services for the Homeless student subgroup. This year’s data at indicates that the overall rate has continued its decline this year.

The suspension rate has declined to 0% for the 2024-25 school year. The school attributes this success to the services and support provided through Action 4.4 Social Emotional Learning.

Learning Recovery Emergency Block Grant (LREBG)

RDL has \$44,582 in unexpended LREBG funds for the 2026-27 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The RDL needs assessment substantiated findings from the 2025 Dashboard related to student academic needs in English Language Arts and Mathematics for the students with disabilities subgroup.

RDL students need tailored supports to remove barriers to success.

Although RDL runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by providing additional staffing to reduce teacher:student ratios. Metrics 1.1 and 1.2 CAASPP ELA and Math: % Met or Exceeded Standard for students with disabilities will be used to monitor the effectiveness of this action.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Rocketship Delta Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Delta Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Delta Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RDL based on the CA School Dashboard for 2025 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met regularly for LCAP consultation. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input in May 2025. 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 20, 2026. The LCAP was adopted on June 18, 2026.
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos, community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 2026).
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (Winter 2025).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Action 1.3 was modified based on teacher and administrator feedback that the ELPAC Interim Assessment should be discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction in place of it.

Action 1.4 Special Education Supports: Input was gathered during IEP meetings, parent conferences, and School Site Council and English Learner Advisory Committee (SSC/ELAC) meetings throughout the school year. Families and staff emphasized the importance of increased access to specialized services, improved communication between home and school, and expanded mental health supports. This input will guide continued investment in staffing, improved scheduling of services, and enhanced family communication systems moving forward.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	2022-23 All Students: 35.0% English Learners: 20.0% Low Income: 33.2% Students with Disabilities: 5.0% Black or African American: 29.3% Hispanic/Latinx: 33.6%	2023-24 All Students: 35.3% English Learners: 13.4% Low Income: 34.1% Students with Disabilities: 5.6% Black or African American: 28.9% Hispanic/Latinx: 33.8%	2024-25 All Students: 29.6% English Learners: 5.5% Low Income: 26.4% Students with Disabilities: 4.6% Black or African American: 30.3% Hispanic/Latinx: 27.3%	40% Data Year: 2025-26	2024-25 All Students: -5.4 English Learners: -14.5 Low Income: -6.8 Students with Disabilities: -0.4 Black or African American: +1 Hispanic/Latinx: -6.3
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	2022-23 All Students: 24.1% English Learners: 22.7% Low Income: 24.2% Students with Disabilities: 15.0% Black or African American: 20.0 % Hispanic/Latinx: 23.1%	2023-24 All Students: 26.2% English Learners: 10.5% Low Income: 22.7% Students with Disabilities: 5.6% Black or African American: 21.7% Hispanic/Latinx: 27.7%	2024-25 All Students: 31.8% English Learners: 10.9% Low Income: 28.4% Students with Disabilities: 0% Black or African American: 27.6% Hispanic/Latinx: 34.4%	31% Data Year: 2025-26	2024-25 All Students: +7.7 English Learners: -11.8 Low Income: +4.2 Students with Disabilities: -15 Black or African American: +7.6 Hispanic/Latinx: +11.3

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	2022-23 All Students: 14.5% English Learners: 13.0% Low Income: 12.5% Black or African American: 12.5 % Hispanic/Latinx: 14.6%	2023-24 All Students: 20.5% English Learners: 0.0% Low Income: 17.7% Black or African American: 15.4% Hispanic/Latinx: 22.7%	2024-25 All Students: 27.9% English Learners: 8.7% Low Income: 26.9% Black or African American: 26.1% Hispanic/Latinx: 25%	26% Data Year: 2025-26	2024-25 All Students: +13.4 English Learners: -4.3 Low Income: +14.4 Black or African American: +13.6 Hispanic/Latinx: +10.4
1.4	Avg Growth Years for Reading on NWEA (K-2) <i>Data Source: NWEA MAP</i>	.70 Years Data Year: 2023-24	1.14 Years Data Year: 2024-25	+1.52 Years Data Year: 2025-26	1.2 Years Data Year: 2026-27	+.82 Data Year: 2025-26
1.5	Avg Growth Years for Math on NWEA (K-2) <i>Data Source: NWEA MAP</i>	.83 Years Data Year: 2023-24	1.25 Years Data Year: 2024-25	+1.22 Years Data Year: 2025-26	1.2 Years Data Year: 2026-27	+.39 Data Year: 2025-26
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) <i>Data Source: CA Dashboard</i>	2022-23: 36% Data Source: CA Dashboard	2023-24: 60.4%	2024-25: 28.9%	65% Data Year: 2025-26	-7.1 Data Year: 2024-25

1.7	EL Reclassification Rate <i>Data Source SIS Demographics Data</i>	1.9% Data Year 2023-24 (as of 3/29/24)	6.8% Data Year: 2024-25 (as of 4/4/25)	9% Data Year: 2025-26	9% Data Year: 2026-27	+4.9 Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned, with the exception of Action 1.3 (Services to Support Multilingual Learners), where adjustments were made.

1.1 Personalized Learning
Small group instruction improved, resulting in more students receiving instruction at their appropriate level with targeted support to advance. Progress monitoring systems were strengthened using multiple measures to better inform instruction. A key challenge was addressing a wide range of student needs within classrooms. Variability in student levels made it difficult to consistently group students and deploy staff strategically.

1.2 Special Education Supports
Additional assessments and expanded services improved timely identification of student needs and allowed for more targeted interventions. Increased collaboration among staff strengthened implementation of the inclusion model. Students showed improved access to grade-level curriculum, and use of assistive technology increased to support learning and independence.

1.3 Services to Support Multilingual Learners
The ELPAC Interim Assessment was discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction. Teachers used the tool biweekly to identify focus skills and inform grouping for Designated ELD.

Implementation improved clarity around high-quality ELD instruction and supported identification of students and skills for re-teaching. Over 80% of newcomer students receiving targeted support demonstrated growth on post-assessments. As a first-year implementation, challenges included inconsistent data collection, limited clarity on the rubric, and varying teacher capacity to use the tool effectively. Despite this, available data was used to guide instruction.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 Special Education Supports budgeted expenditures \$ 369,897 and estimated actuals \$ 766,820 difference was due to the increased need for special education contracted staff due to open roles and higher than anticipated special education support needs. Contracted staff are more expensive than hiring internal staff.

Action 1.3 Services to Support Multilingual Learners budgeted expenditures \$ 59,591 and estimated actuals \$ 48,545 difference was due to the ELL software and multi-lingual support staff compensation costs being lower than expected

Action 1.4 Rocketship Reads budgeted expenditures \$ 105,054 and estimated actuals \$ 88,955 difference was due to fewer books needed to replenish classroom library than initially expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning and 1.4 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results. The actions are showing effectiveness with math and science, as evidenced by increasing CAASPP assessment results in both subject areas. There is limited effectiveness indicated by decreases in CAASPP ELA scores. In grades K-2, the actions are showing effectiveness on the NWEA MAP assessment, where we exceeded our targets in Math (1.22 years growth) and Reading (1.52 years growth). Our tier 2 supports during Learning Lab are showing effectiveness with 53% of students provided Tier 2 support by a tutor Tier 2 during Learning Lab time meeting their Dibels Reading growth target for Fall to Winter.

1.2 Special Education Supports actions were somewhat effective in making progress toward the goal. While key supports and inclusive practices were implemented, CAASPP outcomes for Students with Disabilities showed limited or inconsistent growth across content areas. These results suggest a need for stronger alignment of services, more consistent implementation of inclusive practices, and more strategic staffing to better support student progress.

The 1.3 Services to Support Multilingual Students action has shown limited effectiveness. In 2025, we had 29% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 6.8%.

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

Action 1.1 was modified from a “more than 1:1 student to Chromebook ratio” to “maintain a 1:1 student to Chromebook ratio”. Also, the description was modified to include what will be added to the action in 2026-27.

Action 1.2 was modified to include plans for 2026-27.

Action 1.3 was modified to remove the ELPAC interim and add the ELD progress monitoring tool (as discussed in the first prompt).

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Personalized Learning	RDL's key instructional practices include personalization, blended learning, data-driven instruction, intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.		Yes

1.2	Special Education Supports	Although RDL runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.		No
1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.		No

1.4	Rocketship Reads	Rocketship Rocketship Delta Prep will implement a Rocketship campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	\$105,054	Yes

Goal 2

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home <i>Data Source: Williams' Textbook Sufficiency Report</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.2	Number/% of total and EL teachers credentialed & properly assigned <i>Data Source: Internal Staffing Data Tracker</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	Maintained Data Year: 2025-26	Maintained Data Year: 2024-25
2.3	% of adopted standards including ELD standards implemented <i>Data Source: Observations and Coaching Logs</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned.

2.1 High-Quality, Research-Based Curriculum

CKLA Integrated and Knowledge was successfully adopted across campuses, with aligned unit launches and bi-weekly coaching cycles supporting implementation. Key challenges included differentiating instruction for below-grade-level readers while maintaining access to grade-level content, as well as the learning curve associated with a new curriculum. Initial differentiation resources have been developed and will continue to be refined.

2.2 Professional Development: Expanding new educator orientation into a three-day experience strengthened alignment and collaboration. The primary challenge was differentiating support for new and returning teachers implementing the same curriculum, which will be refined moving forward.

2.3 Data-Driven Instructional Practices: Progress monitoring for English Learners and adoption of Amira improved efficiency and data use. The main area for growth is building teacher capacity to analyze data and take effective instructional action.

2.4 Instructional Coaching: New coaching tools strengthened coaches' ability to diagnose and develop teacher practice. A key challenge is accelerating the development of first-year coaches.

2.5 Teacher Credentialing

Rocketship Public Schools has significantly expanded educator development pathways through strengthened university partnerships, increasing access to degree, intern, and residency programs. Through partnerships with Reach University and Rivet School, 10 staff members have earned bachelor's degrees and 15 are currently enrolled, creating a pipeline into credential programs and teaching roles. Rocketship currently supports over 75 educators across credentialing pathways, including Multiple Subject, Education Specialist, and PK–3 programs through Reach University, San José State University, Santa Clara County, and Loyola Marymount University. For the 2025–2026 school year, this includes 44 participants in the Reach Intern Program, 18 enrolled at SJSU (with 15 additional projected), 1 participant in the PK–3 pathway, and 5 residents in LMU's program. The Credentialing & Compliance Team partners closely with universities to streamline program implementation, allowing educators to focus on instructional practice and student outcomes. This expansion reflects significant growth from prior years when Reach was the sole partner. Looking ahead, Rocketship aims to enroll over 50 staff members in intern programs for the 2026–2027 school year.

2.6 Culturally Responsive Pedagogy: The school successfully implemented the Kimochis SEL curriculum in TK–2. The next step is refining a stronger SEL approach for grades 3–5 in 2026–2027.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.3 Data Driven Instructional Practices budgeted expenditures \$ 74,427 and estimated actuals \$ 65,307 difference was due to the school being able to utilize internal staff for testing resulting in fewer expenses for external testing substitutes. Assessment software costs were also slightly lower than initially estimated.

Action 2.4 Instructional Coaching budgeted expenditures \$ 224,248 and estimated actuals \$ 321,405 difference was due to instructional coaching being primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses.

Action 2.5 Teacher Credentialing budgeted expenditures \$ 9,338 and estimated actuals \$ 15,993 difference was due to more credentialing support needed for teachers than initially expected, and higher than anticipated costs from external partnership with Reach University.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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

Action 2.1 has been modified to describe the Rocketship approach as grounded in the “Science of Reading” instead of “Balanced Literacy.” Additionally, language was modified to indicate that the school will be in the second year of CKLA implementation and is adding Tools of the Mind to support our youngest students in the development of self-regulation skills.

Action 2.5 has been modified to describe the expanded opportunities available for teachers and staff to progress towards earning a teaching credential.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RDL curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RDL operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RDL utilizes an approach grounded in the Science of Reading for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 26-27, we will be refining our approach to CK Integrated for grades 3-5, CKLA Knowledge for K-2 in the second year of implementation to pair with CKLA Skills which has already been in place. We will also be elevating our early childhood education approach by adopting Tools of the Mind to support young students develop self-regulation skills such as focusing attention, persisting at a challenging task, learning how to learn, and managing emotions.		No

2.2	Professional Development	Professional Development is a critical component of the RDL program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RDL hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RDL has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RDL will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.		Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.		Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RDL teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.		Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We continue to strengthen our Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two-year route to earning their Preliminary Credential. We have also launched a new program partnership with San Jose University to support our Education Specialist. Ever expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their bachelor's degree in liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 26-27 school year.		No
2.6	Culturally Responsive Pedagogy	RDL is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.		No

Goal 3

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard <i>Data Source: iAuditor Internal Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
3.2	% of students feel safe on campus (As measured by student survey) <i>Data Source: Internal Survey</i>	77% Data Year: 2023-24	77% Data Year: 2024-25		75% Data Year: 2026-27	Maintained Data Year: 2025-26
3.3	% of families feel campus is safe (As measured by family survey) <i>Data Source: Annual Parent Survey</i>	64% Data Year: 2023-24	69% Data Year: 2024-25		85% Data Year: 2026-27	+5 Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing & Development, additional training provided for operations specialists at the start of the year led to improved implementation of recess protocols, ultimately enhancing student

engagement and joy. In 3.2 Facilities Maintenance, training operations staff on space-management systems has streamlined teacher access to materials and resulted in higher internal scores for physical space utilization. In 3.3 Safety Training, it has been difficult for the BOMs to conduct the weekly safety walkthroughs, where they check all security systems on campus at random times to ensure they are being implemented as planned. Additional attention is being placed on conducting these safety walkthroughs each week to ensure regularity.

Regarding 3.4 School-wide Operational Systems & Routines, high student support needs earlier this year led to less frequent one-on-one meetings between the Business Operations Manager (BOM) and Operations Specialists. Schedules have since been adjusted to ensure all specialists receive their planned support moving forward. Survey feedback indicates that 90% of BOMs are very satisfied or satisfied with the monthly professional development provided. Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1 Operations Staffing & Development budgeted expenditures \$ 468,170 and estimated actuals \$ 408,978 difference was due to fewer Operations staff being hired due to challenges hiring and retaining staff.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 78% and % of families feel campus is safe: 93%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations. Parents have expressed that they like the way teachers ensure the safety of the kids.

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

There are no planned changes.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.		Yes
3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.		No

3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.		No
3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No

Goal 4

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Local Control and Accountability Plan

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) <i>Data Source: Internal Survey</i>	81% Data Year: 2023-24	80% Data Year: 2024-25		75% Data Year: 2026-27	-1 Data Year: 2025-26
4.2	Suspension rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	All Students: 0.6% Data Year: 2023-24 (as of 3/29/24)	All Students: 0.2% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	-0.6 Data Year: 2025-26
4.3	Expulsion rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	2023-24: 0% Data Year: (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs <i>Data Source: SIS Schedule Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned.

In 4.1 **Enrichment**, the school implemented a new virtual reality coding enrichment for upper grade students led by the STEAM teacher. Students from the school have been invited to Google Demo Day to present their projects at the Google Sunnyvale offices.

In 4.2 **Outdoor Education and Community Experiences**, we held successful science camp trips for grades 4 and 5, as indicated by positive student and family feedback. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events.

Through the **4.4 Care Corps** action, the schools are providing support to thousands of families across the network. Our Care Closet provides free clothing to 50-100 families each month and our food distribution program serves 800 families each month. Vision to Learn is screening and testing all students and those that require additional care get free glasses and/or a referral to a specialist and support throughout that process from our Care Corps Coordinators.

Additionally, 225 families graduated from Rocketship Parent University, and we added a new set of sessions this fall with the same topics but added more mental health, parenting, grieving, and financial literacy workshops. We also partnered with a technology high school in Palo Alto who donated 25 Mac laptops to our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1 Enrichment budgeted expenditures \$ 194,340 and estimated actuals \$ 127,452 difference was due to fewer enrichment center coordinators due to shifts in staffing.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning and Care Corps actions were effective, as evidenced by % of student feel connected to the school community (As measured by student survey) (80%), by Suspension rate for all students and all significant subgroups (0.2%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study.

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

Action 4.2 has been modified to better describe the current camp programs.

Action 4.4 service offerings have been modified in response to feedback from families regarding their needs. The Care Corps program now devotes the majority of their efforts to combatting chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.		Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to connect the learning to the curriculum back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experiences are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for a 4 day overnight trip of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.		Yes

		At Rocketship Delta Prep we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our 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. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Delta Prep core values: respect, responsibility, persistence, empathy, and courage. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochois curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.		No
4.3	Social Emotional Learning	In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time 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 particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. 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. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members Perce, 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 providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. 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.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: Food Distribution: We service 800 families every month across San Jose and East Bay. Care Closet: Free clothing families can access either at food distribution sites or on campus Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). Health Screenings: Conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. Partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. Chronic Absenteeism Support and Family Engagement Our Coordinators now partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases. In addition, Coordinators provide direct support to families through: ● Family needs assessments and referrals to community resources and services		No

		• Home visits and wellness checks • Engagement in attendance recognition and celebration events on campus • Planning and co- facilitating community attendance workshops. • Supporting and leading the implementation of the RPS Attendance Escalation Protocols to strengthen and build strong family partnerships and increase student learning time.		

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance <i>Data Source: SIS Attendance Reports</i>	90.4% Data Year: 2023-24 (as of 3/29/24)	90.8% Data Year: 2024-25 (as of 4/4/25)	91.7% Data Year: 2025-26 (as of 4/28/26)	94% Data Year: 2026-27	+1.3 Data Year: 2025-26

5.2	Chronic Absenteeism rate for all students and all significant subgroups <i>Data Source: SIS Attendance Reports</i>	All Students: 36.8% English Learners: 35.0% Low Income: 38.1% Students with Disabilities: 24.5% Homeless: 40.6% Asian: 38.5% Black or African American: 37.7% Hispanic/Latinx: 36.2% White: 41.2% Data Year: 2023-24 (as of 3/29/24)	All Students: 32.6% English Learners: 31.0% Low Income: 32.7% Students with Disabilities: 23.0% Homeless: 57.1% Asian: 14.3% Black or African American: 31.9% Hispanic/Latinx: 33.3% White: 36.4% Data Year: 2024-25 (as of 4/4/25)	29.3% Data Year: 2025-26 (as of 4/28/26)	All Students: 20% Data Year: 2026-27	-7.5 Data Year: 2025-26
5.3	% of parents are involved (% parents on track to complete participation hours) <i>Data Source: Internal HelpCounter Data</i>	67% Data Year 2023-24 (As of 5/3/24)	66% Data Year 2024-25 (as of 4/4/25)	Data Year: 2025-26	71% Data Year 2026-27	% Data Year: 2025-26

5.4	% Home visits completed <i>Data Source: Internal Data</i>	78% Data Year 2023-24	93% Data Year 2024-25	Data Year: 2025-26	95% Data Year 2026-27	% Data Year: 2025-26
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) <i>Data Source: Annual Parent Survey</i>	53% Data Year 2023-24	67% Data Year 2024-25	81% Data Year: 2025-26	80% Data Year 2026-27	+28 Data Year: 2025-26
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) <i>Data Source: Annual Parent Survey</i>	70% Data Year: 2023-24	71% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	% Data Year: 2025-26

5.7	Portion of parents with input into decision making (Parent survey participation rate) <i>Data Source: Annual Parent Survey</i>	97% Data Year: 2023-24	90% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	% Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned.

In **5.3 School-Family Partnership** and **5.4 Los Dichos**, each of our 13 California schools now host a Family Literacy Night at a local library. This shift is inspired by the success of last year’s event with Rocketship Redwood City Prep—featuring a storytime, interactive activities, the Five Finger Rule reading strategy, and community tables. We even enrolled five new students by the end of the night! Parent survey feedback indicates that parents were very satisfied with this event, especially those families who are not often able to attend the Los Dichos events that occur during school hours. RDL made it a priority to increase family participation in the Los Dichos events this year and used multiple methods of communication to accomplish this, including teachers calling parents to sign them up for each event. 2026 Parent survey data indicates that parents would still like to see increased participation, so these increased efforts will continue.

The partnerships with the majority of libraries have been amazing with overall very strong communication and support with providing space and book giveaways for students.

There is a need to strengthen School-Family Partnerships by providing more regular communication with families about student progress using the reports provided by the various assessment systems.

In **5.5 Attendance Initiatives**, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Over the past year, our work has shifted from a traditional case management model—supporting 15–20 individual cases each quarter—to a focused, systemic approach targeting Chronic Absenteeism.

Our Coordinators now partner with 40–50 families per site, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining Chronic Absenteeism rates low while supporting ADA increases.

RDL has been identified as in need of additional support due to serving high risk communities facing many out of school barriers. As a result, in 2026-27 they will receive additional Nest partner support and progress monitoring.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.3 School-Family Partnership budgeted expenditures \$ 54,192 and estimated actuals \$ 43,793 difference was due to lower personnel costs than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were somewhat effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (66%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (93%) School Family Partnership was effective as evidenced by 81% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey). 5.6 Attendance Initiatives was effective Average Daily Attendance (91%), by Chronic Absenteeism rate for all students and all significant subgroups (32.6% overall).

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

In 5.5 Attendance Initiatives, the action description has been updated to provide more detail on our program to address chronic absenteeism. We have moved away from 9 weeks of case managing 15 families to now doing outreach and support to all chronically absent families.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We have designed our family engagement model <i>with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs.</i> To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Academic Partnership Meetings: We hold Academic Partnership meetings (such as Literacy Night) to increase awareness and provide skill-building opportunities for families to partner with the school to positively impact academic student outcomes. Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Movie Nights, or Middle School Expo. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.		Yes

		Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		
5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families 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: School Site Council (SSC) and English Learner Advisory Committee (ELAC): These committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.		No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the launch of our Coordination of Services Team (COST), schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinators to ensure the program's implementation at each school. The Los Dichos Program Manager and Rocketship Coordinators meet monthly to review and discuss lesson plans and activities before going into the classroom.		No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I: Everyone has access to: • School health screenings for vision, dental and hearing. • Immunization Clinics • Rocketship Parent University courses like ESL, parenting, digital literacy workshops, etc Tier II: • Self referral ICARE Form • Proactive outreach to MKV families & conduct needs assessments • Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) • Supporting school with community attendance meetings (SART- School Attendance Review Team) • Attendance Family Workshops • Support with school wide attendance recognitions and cultural celebrations Tier III:Chronic Absenteeism Support and Family Engagement Our Coordinators partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
%	0%	\$0	%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2025 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at the red level in ELA (EL -80.1 SED -73.5). Both groups are at the yellow level in Math (EL -44.5 and SED -62.7). We had red level performance in 2025 on the English Learner Progress Indicator, with 28.9% of students making progress towards English language proficiency. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	1.1 CAASPP ELA, 1.2 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2025, our Socioeconomically disadvantaged students had a 1.1% suspension rate and English Learners had a 0% suspension rate. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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. RDL 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 Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,432,370.75	\$ 3,773,234.09

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	\$ 779,042	\$ 806,155
1	2	Special Education Supports	No	\$ 369,897	\$ 766,820
1	3	Services to Support Multilingual Students	No	\$ 59,591	\$ 48,545
1	4	Rocketship Reads	Yes	\$ 105,054	\$ 88,955
2	1	High quality, research-based curriculum	No	\$ 40,000	\$ 35,840
2	2	Professional Development	Yes	\$ 241,711	\$ 239,746
2	3	Data Driven Instructional Practices	Yes	\$ 74,427	\$ 65,307
2	4	Instructional Coaching	Yes	\$ 224,248	\$ 321,405
2	5	Teacher Credentialing	No	\$ 9,338	\$ 15,993
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Operations Staffing & Development	Yes	\$ 468,170	\$ 408,978
3	2	Facilities Maintenance	No	\$ 283,814	\$ 293,061
3	3	Safety Training	No	\$ 16,329	\$ 15,626
3	4	School-wide Operational Systems & Routines	No	\$ -	\$ -
4	1	Enrichment	Yes	\$ 194,340	\$ 127,452
4	2	Outdoor Education and Community Experiences	Yes	\$ 59,492	\$ 55,193
4	3	Social Emotional Learning	Yes	\$ 173,885	\$ 166,814
4	4	Care Corps	No	\$ 120,979	\$ 123,289
5	1	Family Engagement	Yes	\$ 113,992	\$ 106,597
5	2	Family Advocacy and Leadership	No	\$ -	\$ -
5	3	School-Family Partnership	No	\$ 54,192	\$ 43,793
5	4	Los Dichos	No	\$ 27,112	\$ 26,556
5	5	Attendance Initiatives	No	\$ 16,758	\$ 17,110

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,500,369	\$ 1,811,429	\$ 1,779,751	\$ 31,678	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	\$ 329,995	\$ 366,118.70	0.000%	0.000%
1	4	Rocketship Reads	Yes	\$ 105,054	\$ 88,954.69	0.000%	0.000%
2	2	Professional Development	Yes	\$ 241,711	\$ 239,746.09	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	\$ 74,427	\$ 65,307.09	0.000%	0.000%
2	4	Instructional Coaching	Yes	\$ 224,248	\$ 321,404.84	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	\$ 468,170	\$ 408,978.20	0.000%	0.000%
4	1	Enrichment	Yes	\$ 194,340	\$ 127,451.52	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	\$ 59,492	\$ 55,192.96	0.000%	0.000%
4	3	Social Emotional Learning	Yes	\$ -		0.000%	0.000%
5	1	Family Engagement	Yes	\$ 113,992	\$ 106,597.07	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$5,427,062	\$ 1,500,369	0.000%	27.646%	\$ 1,779,751	0.000%	32.794%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

Local Control and Accountability Plan Instructions

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
Enter the metric number.
Metric
Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
- Enter the baseline when completing the LCAP for 2024–25. - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - Indicate the school year to which the baseline data applies. - The baseline data must remain unchanged throughout the three-year LCAP. - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Local Control and Accountability Plan Instructions

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it 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.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Discovery Prep	Ayesha Doster, Principal	discoveryprep@rsed.org ; 408-217-8951

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Discovery Prep opened in August 2011, the fifth Rocketship campus to open in San Jose. The campus serves 402 TK-5 students. Approximately 76% of the students are socioeconomically disadvantaged, and 12% are homeless. Additionally, 54% are English learners, and 14% of students qualify for special education services. Approximately 84% of students identify as being Hispanic or Latino, 8% as Asian, and 4% as Black or African American.

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

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

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At RDP this fifth core value is creative expression. The RDP community believes that teaching students creative forms of expressing themselves can have a profound impact on students’ social, emotional and academic development. As a result, the campus places emphasis on early exposure to visual art, musical foundations, and basic dance movements to help shape children’s values, perspectives, and understandings of themselves and the diversity of varied expression in the world around them.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Discovery Prep which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

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

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

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2025 Dashboard Reflections

RDP students overall and for all subgroups increased their academic achievement in both English Language Arts(Green, +23.3) and Math (Blue, +30.7). Additionally, English Learner Progress (Green) increased 3.4 percentage points to 49.7% of English learners progressing or maintaining at the highest level on the ELPAC.

RDP has also successfully maintained a 0% Suspension Rate (Blue). We will build on this success by continuing to implement action 4.3 Social Emotional Learning.

Chronic Absenteeism (Red) continues to be an area of need with the school maintaining the high chronic absenteeism rate of 25.9%. The Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroups chronic absenteeism rates increased. Actions 4.4 Care Corps and 5.5 Attendance Initiatives will continue to be strengthened to address this need.

Learning Recovery Emergency Block Grant (LREBG)

RDP has \$39,367 in unexpended LREBG funds for the 2026-27 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The RDP needs assessment substantiated findings from the 2025 Dashboard related to student academic needs in English Language Arts and Mathematics for the students with disabilities subgroup.

RDP students need tailored supports to remove barriers to success.

Although RDP runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by providing additional staffing to reduce teacher:student ratios. Metrics 1.1 and 1.2 CAASPP ELA and Math: % Met or Exceeded Standard for students with disabilities will be used to monitor the effectiveness of this action

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Rocketship Discovery Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Discovery Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Discovery Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RDP based on the CA School Dashboard for 2025 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input in May of 2025. 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 20, 2026. The LCAP was adopted on June 18, 2026.
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings, monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos, community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 2026).
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (Winter 2025).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Action 1.3 was modified based on teacher and administrator feedback that the ELPAC Interim Assessment should be discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction in place of it.

Action 1.4 Special Education Supports: Input was gathered during IEP meetings, parent conferences, and School Site Council and English Learner Advisory Committee (SSC/ELAC) meetings throughout the school year. Families and staff emphasized the importance of increased access to specialized services, improved communication between home and school, and expanded mental health supports. This input will guide continued investment in staffing, improved scheduling of services, and enhanced family communication systems moving forward.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All students: 34.4% English Learners: 17.9% SED: 28.2% Students with Disabilities: 0.0% Asian: 70.4% Hispanic/Latinx: 27.3% Data Year: 2022-23	All students: 41.1% English Learners: 25.7% SED: 34.9% Students with Disabilities: 5.3% Asian: 65.0% Hispanic/Latinx: 37.7% Data Year: 2023-24	All students: 49.7% English Learners: 29.6% SED: 48.6% Students with Disabilities: 10.3% Asian: 84.2% Hispanic/Latinx: 46.6% Data Year: 2024-25	46% Data Year: 2025-26	All students: +15.3 English Learners: +11.7 SED: +20.4 Students with Disabilities: +10.3 Asian: +13.8 Hispanic/Latinx: +19.3 Data Year: 2024-25
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All students: 30.7% English Learners: 12.4% SED: 24.7% Students with Disabilities: 11.8% Asian: 70.4% Hispanic/Latinx: 23.2% Data Year: 2022-23	All students: 39.6% English Learners: 22.0% SED: 35.9% Students with Disabilities: 15.8% Asian: 80.0% Hispanic/Latinx: 34.7% Data Year: 2023-24	All students: 50.8% English Learners: 32.0% SED: 47.3% Students with Disabilities: 17.2% Homeless: 29.4% Asian: 89.5% Hispanic/Latinx: 46.7% Data Year: 2024-25	45% Data Year: 2025-26	All students: +20.1 English Learners: +19.6 SED: +22.6 Students with Disabilities: +5.4 Asian: +19.1 Hispanic/Latinx: +23.5 Data Year: 2024-25

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All students: 13.0% English Learners: 3.7% SED: 12.5% Hispanic/Latinx: 5.3% Data Year: 2022-23	All students: 25.0% English Learners: 11.8% SED: 22.0% Hispanic/Latinx: 23.9% Data Year: 2023-24	All students: 30.8% English Learners: 12.5% SED: 24.3% Hispanic/Latinx: 22% Data Year: 2024-25	30% Data Year: 2025-26	All students: +17.8 English Learners: +8.8 SED: +11.8 Hispanic/Latinx: +16.7 Data Year: 2024-25
1.4	Avg Growth Years for Reading on NWEA (K-2) <i>Data Source: NWEA MAP</i>	1.34 Years Data Year: 2023-24	1.41 Years Data Year: 2024-25	1.81 Data Year: 2025-26	1.2 Years Data Year: 2026-27	+0.46 2025-26
1.5	Avg Growth Years for Math on NWEA (K-2) <i>Data Source: NWEA MAP</i>	1.38 Years Data Year: 2023-24	1.54 Years Data Year: 2024-25	2.33 Data Year: 2025-26	1.2 Years Data Year: 2026-27	+0.95 2025-26
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) <i>Data Source: CA Dashboard</i>	45% Data Year: 2022-23	46.3% Data Year: 2023-24	49.7% Data Year: 2024-25	51% Data Year: 2025-26	+4.7 Data Year: 2024-25

1.7	EL Reclassification Rate <i>Data Source: SIS Demographics</i>	4.6% Data Year: 2023-24 (as of 3/29/24)	9.3% Data Year: 2024-25 (as of 4/4/25)		11% Data Year: 2026-27	2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned, with the exception of Action 1.3 (Services to Support Multilingual Learners), where adjustments were made.

1.1 Personalized Learning
Small group instruction improved, resulting in more students receiving instruction at their appropriate level with targeted support to advance. Progress monitoring systems were strengthened using multiple measures to better inform instruction. A key challenge was addressing a wide range of student needs within classrooms. Variability in student levels made it difficult to consistently group students and deploy staff strategically.

1.2 Special Education Supports
Additional assessments and expanded services improved timely identification of student needs and allowed for more targeted interventions. Increased collaboration among staff strengthened implementation of the inclusion model. Students showed improved access to grade-level curriculum, and use of assistive technology increased to support learning and independence.

1.3 Services to Support Multilingual Learners
The ELPAC Interim Assessment was discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction. Teachers used the tool biweekly to identify focus skills and inform grouping for Designated ELD.

Implementation improved clarity around high-quality ELD instruction and supported identification of students and skills for re-teaching. Over 80% of newcomer students receiving targeted support demonstrated growth on post-assessments. As a first-year implementation, challenges included inconsistent data collection, limited clarity on the rubric, and varying teacher capacity to use the tool effectively. Despite this, available data was used to guide instruction.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 Special Education Supports budgeted expenditures \$ 273,584 and estimated actuals \$ 449,274 difference was due to the increased need for special education contracted staff due to open roles and higher than anticipated special education support needs. Contracted staff are more expensive than hiring internal staff.

Action 1.3 Services to Support Multilingual Students budgeted expenditures \$ 51,503 and estimated actuals \$ 46,035 difference was due to ELL software and multi-lingual support staff compensation costs being lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning and 1.5 Rocketship Reads actions have been highly effective overall, as evidenced by assessment results: NWEA K-2, where we exceeded our targets in Math and Reading; CAASPP ELA, Math, and Science where scores have increased significantly.

Our tier 2 supports during Learning Lab are showing effectiveness with 53% of students provided Tier 2 support by a tutor Tier 2 during Learning Lab time meeting their Dibels Reading growth target for Fall to Winter. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address.

1.2 Special Education Supports were effective in making progress toward the goal. RDP demonstrated mixed results in CAASPP outcomes for students with disabilities. Implementation of inclusive practices and support services improved access to instruction; however, results indicate some variability, and continued refinement is needed to further accelerate student outcomes.

The action 1.3 Services to Support Multilingual Students was somewhat effective. In 2025, we had 50% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 9.3%. Data showing the full impact of this year’s LCAP goals and initiatives will be available in the summer. In 1.4 we added our new book vending machine to the action description.

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

Action 1.1 was modified from a “more than 1:1 student to Chromebook ratio” to “maintain a 1:1 student to Chromebook ratio”. Also, the description was modified to include what will be added to the action in 2026-27.

Action 1.2 was modified to include plans for 2026-27.

Action 1.3 was modified to remove the ELPAC interim and add the ELD progress monitoring tool (as discussed in the first prompt).

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RDP's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.		Yes
1.2	Special Education Supports	Although RDP runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.		No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.		No
1.4	Rocketship Reads	Rocketship Discovery Prep will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. At school, this will include working with our humanities teachers on modeling reading as an everyday activity and celebrating students. At home, this will include daily reading of a book of interest. We will continue to acknowledge and celebrate student achievement by awarding books to students through our book vending machine.		Yes

Goal 2

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home <i>Data Source: Williams' Textbook Sufficiency Report</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.2	Number/% of total and EL teachers credentialed & properly assigned <i>Data Source: Internal Staffing Data Tracker</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	Maintained Data Year: 2025-26	Maintained Data Year: 2024-25
2.3	% of adopted standards including ELD standards implemented <i>Data Source: Observations and Coaching Logs</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned.

2.1 High-Quality, Research-Based Curriculum: CKLA Integrated and Knowledge was successfully adopted across campuses, with aligned unit launches and bi-weekly coaching cycles supporting implementation. Key challenges included differentiating instruction for below-grade-level readers while maintaining access to grade-level content, as well as the learning curve associated with a new curriculum. Initial differentiation resources have been developed and will continue to be refined.

2.2 Professional Development: Expanding new educator orientation into a three-day experience strengthened alignment and collaboration. The primary challenge was differentiating support for new and returning teachers implementing the same curriculum, which will be refined moving forward.

2.3 Data-Driven Instructional Practices: Progress monitoring for English Learners and adoption of Amira improved efficiency and data use. The main area for growth is building teacher capacity to analyze data and take effective instructional action.

2.4 Instructional Coaching: New coaching tools strengthened coaches' ability to diagnose and develop teacher practice. Coaching in the moment has helped teachers to better understand their data. A key challenge is accelerating the development of first-year coaches.

2.5 Teacher Credentialing

Rocketship Public Schools has significantly expanded educator development pathways through strengthened university partnerships, increasing access to degree, intern, and residency programs. Through partnerships with Reach University and Rivet School, 10 staff members have earned bachelor's degrees and 15 are currently enrolled, creating a pipeline into credential programs and teaching roles. Rocketship currently supports over 75 educators across credentialing pathways, including Multiple Subject, Education Specialist, and PK–3 programs through Reach University, San José State University, Santa Clara County, and Loyola Marymount University. For the 2025–2026 school year, this includes 44 participants in the Reach Intern Program, 18 enrolled at SJSU (with 15 additional projected), 1 participant in the PK–3 pathway, and 5 residents in LMU's program. The Credentialing & Compliance Team partners closely with universities to streamline program implementation, allowing educators to focus on instructional practice and student outcomes. This expansion reflects significant growth from prior years when Reach was the sole partner. Looking ahead, Rocketship aims to enroll over 50 staff members in intern programs for the 2026–2027 school year.

2.6 Culturally Responsive Pedagogy: The school successfully implemented the Kimochis SEL curriculum in TK–2. The next step is refining a stronger SEL approach for grades 3–5 in 2026–2027.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 High Quality, Research-based Curriculum budgeted expenditures \$ 34,209 and estimated actuals \$ 23,994 difference was due to Core curriculum expenses being lower than budgeted.

Action 2.2 Professional Development budgeted expenditures \$ 153,430 and estimated actuals \$ 182,392 difference was due to having a larger number of staff members than budgeted resulting in slightly higher professional development expenses.

Action 2.3 Data Driven Instructional Practices budgeted expenditures \$ 49,849 and estimated actuals \$ 59,378 difference was due to needing a larger number of external testing proctors.

Action 2.4 Instructional Coaching budgeted expenditures \$ 112,124 and estimated actuals \$ 274,417 difference was due to Instructional coaching being primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses (1 AP was budgeted, and multiple APs were hired).

Action 2.5 Teacher Credentialing budgeted expenditures \$ 6,907 and estimated actuals \$ 17,008 difference was due to more credentialing support being needed for teachers than initially expected, and higher than anticipated costs from external partnership with Reach University.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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

Action 2.1 has been modified to describe the Rocketship approach as grounded in the “Science of Reading” instead of “Balanced Literacy.” Additionally, language was modified to indicate that the school will be in the second year of CKLA implementation and is adding Tools of the Mind to support our youngest students in the development of self-regulation skills.

Action 2.5 has been modified to describe the expanded opportunities available for teachers and staff to progress towards earning a teaching credential.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RDP curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RDP operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RDP utilizes an approach grounded in the Science of Reading for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 26-27, we will be refining our approach to CK Integrated for grades 3-5, CKLA Knowledge for K-2 in the second year of implementation to pair with CKLA Skills which has already been in place. We will also be elevating our early childhood education approach by adopting Tools of the Mind to support young students develop self-regulation skills such as focusing attention, persisting at a challenging task, learning how to learn, and managing emotions.		No

2.2	Professional Development	Professional Development is a critical component of the RDP program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RDP hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RDP has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RDP will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.		Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.		Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RDP teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.		Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We continue to strengthen our Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two-year route to earning their Preliminary Credential. We have also launched a new program partnership with San Jose University to support our Education Specialist. Ever expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their bachelor's degree in liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 26-27 school year.		No
2.6	Culturally Responsive Pedagogy	RDP is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	\$0	No

Goal 3

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard <i>iAuditor Internal Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
3.2	% of students feel safe on campus (As measured by student survey) <i>Data Source: Internal Survey</i>	76% Data Year: 2023-24	78% Data Year: 2023-24		75% Data Year: 2026-27	+2 78% Data Year: 2023-24
3.3	% of families feel campus is safe (As measured by family survey) <i>Data Source: Annual Parent Survey</i>	93% Data Year: 2023-24	93% Data Year: 2023-24		85% Data Year: 2026-27	Maintained 78% Data Year: 2023-24

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing & Development, additional training provided for operations specialists at the start of the year led to improved implementation of recess protocols, ultimately enhancing student

engagement and joy. In 3.2 Facilities Maintenance, training operations staff on space-management systems has streamlined teacher access to materials and resulted in higher internal scores for physical space utilization. In 3.3 Safety Training, it has been difficult for the BOMs to conduct the weekly safety walkthroughs, where they check all security systems on campus at random times to ensure they are being implemented as planned. Additional attention is being placed on conducting these safety walkthroughs each week to ensure regularity.

Regarding 3.4 School-wide Operational Systems & Routines, high student support needs earlier this year led to less frequent one-on-one meetings between the Business Operations Manager (BOM) and Operations Specialists. Schedules have since been adjusted to ensure all specialists receive their planned support moving forward. Survey feedback indicates that 90% of BOMs are very satisfied or satisfied with the monthly professional development provided. Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Action 3.1 Operations Staffing & Development budgeted expenditures \$ 439,570 and estimated actuals \$ 389,232 difference was due to fewer Operations staff being hired due to challenges hiring and retaining staff.
- Action 3.2 Facilities Maintenance budgeted expenditures \$ 190,146 and estimated actuals \$ 151,220 difference was due to fewer building repairs being needed, resulting in lower facilities costs.
- Action 3.3 Safety Training budgeted expenditures \$ 13,790 and estimated actuals \$ 11,398 difference was due to cost of safety materials being lower than expected and Business Operations Manager (BOM) compensation costs being lower than planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 78% and % of families feel campus is safe: 93%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations. Parents have expressed that they like the way teachers ensure the safety of the kids.

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

There are no planned changes.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.		Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.		No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.		No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No

Goal 4

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) <i>Data Source: Internal Survey</i>	80% Data Year: 2023-24	84% Data Year: 2024-25		75% Data Year: 2026-27	Data Year: 2025-26
4.2	Suspension rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.3	Expulsion rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs <i>Data Source: SIS Schedule Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained 100% Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned.

In 4.2 **Outdoor Education and Community Experiences**, we held successful science camp trips for grades 4 and 5, as indicated by positive student and family feedback. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events.

Through the **4.4 Care Corps** action, the schools are providing support to thousands of families across the network. Our Care Closet provides free clothing to 50-100 families each month and our food distribution program serves 800 families each month. Vision to Learn is screening and testing all students and those that require additional care get free glasses and/or a referral to a specialist and support throughout that process from our Care Corps Coordinators.

Additionally, 225 families graduated from Rocketship Parent University, and we added a new set of sessions this fall with the same topics but added more mental health, parenting, grieving, and financial literacy workshops. We also partnered with a technology high school in Palo Alto who donated 25 Mac laptops to our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.1 Enrichment budgeted expenditures \$ 129,560 and estimated actuals \$ 99,756 difference was due to fewer enrichment center coordinators due to shifts in staffing.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (84%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 90% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate—90%).

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

Action 4.2 has been modified to better describe the current camp programs.

Action 4.4 service offerings have been modified in response to feedback from families regarding their needs. The Care Corps program now devotes the majority of their efforts to combatting chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.		Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to connect the learning to the curriculum back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experiences are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for a 4 day overnight trip of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.		Yes

4.3	Social Emotional Learning	At Rocketship Discovery Prep we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our 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. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Discovery Prep core values: respect, responsibility, persistence, empathy, and creative expression. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage 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 of time 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 particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. 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. Our 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.		No

		We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. 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.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: Food Distribution: We service 800 families every month across San Jose and East Bay. Care Closet: Free clothing families can access either at food distribution sites or on campus Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). Health Screenings: Conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. Partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. Chronic Absenteeism Support and Family Engagement Our Coordinators now partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases. In addition, Coordinators provide direct support to families through: ● Family needs assessments and referrals to community resources and services		No

		• Home visits and wellness checks • Engagement in attendance recognition and celebration events on campus • Planning and co- facilitating community attendance workshops. • Supporting and leading the implementation of the RPS Attendance Escalation Protocols to strengthen and build strong family partnerships and increase student learning time.		

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement (see Action 5.1 below for how the school promotes participation of parents of unduplicated pupils and pupils with exceptional needs) and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met.

Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

5.1	Average Daily Attendance <i>Data Source: SIS Attendance Reports</i>	93.3% Data Year: 2023-24 (as of 3/29/24)	92.0% Data Year: 2024-25 (as of 4/4/25)	95.3% Data Year: 2025-26 (as of 4/28/26)	94% Data Year: 2026-27	+ 2 Data Year: 2025-26
5.2	Chronic Absenteeism rate for all students and all significant subgroups <i>Data Source: SIS Attendance Reports</i>	All Students: 20.3% English Learners: 19.5% Low Income: 20.3% Students with Disabilities: 20.0% Homeless: 51.4% Asian: 13.2% Black: 41.7% Hispanic/Latinx: 20.1% White: 28.6% Data Year: 2023-24 (as of 3/29/24)	All Students: 27.8% English Learners: 27.8% Low Income: 29.2% Students with Disabilities: 26.9% Homeless: 36.1% Asian: 12.5% Black: 35.0% Hispanic/Latinx: 29.2% White n<10 Data Year: 2024-25 (as of 4/4/25)	9.8% Data Year: 2025-26 (as of 4/28/26)	All Students: 20% Data Year: 2026-27	-10.5 Data Year: 2025-26
5.3	% of parents are involved (% parents on track to complete participation hours) <i>Data Source: Internal HelpCounter Data</i>	89% Data Year 2023-24 (as of 5/3/24)	81% Data Year 2024-25 (as of 4/4/25)	Data Year: 2025-26	86% Data Year 2026-27	Data Year: 2025-26

5.4	% Home visits completed <i>Data Source: Internal Data</i>	97% Data Year 2023-24 Data Source: Internal Data	100% Data Year 2024-25	Data Year: 2025-26	95% Data Year 2026-27 Data Source: Internal Data	Data Year: 2025-26
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) <i>Data Source: Annual Parent Survey</i>	83% Data Year 2023-24	96% Data Year 2024-25	98% Data Year: 2025-26	85% Data Year 2026-27	+15 Data Year: 2025-26
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) <i>Data Source: Annual Parent Survey</i>	85% Data Year: 2023-24	90% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26
5.7	Portion of parents with input into decision making (Parent survey participation rate) <i>Data Source: Annual Parent Survey</i>	98% Data Year: 2023-24	90% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned.

In **5.3 School-Family Partnership** and **5.4 Los Dichos**, each of our 13 California schools now host a Family Literacy Night at a local library. This shift is inspired by the success of last year’s event with Rocketship Redwood City Prep—featuring a storytime, interactive activities, the Five Finger Rule reading strategy, and community tables. We even enrolled five new students by the end of the night! Parent survey feedback indicates that parents were very satisfied with this event, especially those families who are not often able to attend the Los Dichos events that occur during school hours.

The partnerships with the majority of libraries have been amazing with overall very strong communication and support with providing space and book giveaways for students.

There is a need to strengthen School-Family Partnerships by providing more regular communication with families about student progress using the reports provided by the various assessment systems.

In **5.5 Attendance Initiatives**, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Over the past year, our work has shifted from a traditional case management model—supporting 15–20 individual cases each quarter—to a focused, systemic approach targeting Chronic Absenteeism.

Our Coordinators now partner with 40–50 families per site, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining Chronic Absenteeism rates low while supporting ADA increases.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (81%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (100%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (98%). 5.6 Attendance Initiatives was effective Average Daily Attendance (95.3%), by Chronic Absenteeism rate for all students and all significant subgroups (9.8% overall).

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

In 5.5 Attendance Initiatives, the action description has been updated to provide more detail on our program to address chronic absenteeism. We have moved away from 9 weeks of case managing 15 families to now doing outreach and support to all chronically absent families.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We have designed our family engagement model <i>with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs.</i> To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Academic Partnership Meetings: We hold Academic Partnership meetings (such as Literacy Night) to increase awareness and provide skill-building opportunities for families to partner with the school to positively impact academic student outcomes. Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Movie Nights, or Middle School Expo. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.		Yes

		Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		
5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families 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: School Site Council (SSC) and English Learner Advisory Committee (ELAC): These committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.		No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the launch of our Coordination of Services Team (COST), schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinators to ensure the program's implementation at each school. The Los Dichos Program Manager and Rocketship Coordinators meet monthly to review and discuss lesson plans and activities before going into the classroom.		No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I: Everyone has access to: ● School health screenings for vision, dental and hearing. ● Immunization Clinics ● Rocketship Parent University courses like ESL, parenting, digital literacy workshops, etc Tier II: ● Self referral ICARE Form ● Proactive outreach to MKV families & conduct needs assessments ● Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) ● Supporting school with community attendance meetings (SART- School Attendance Review Team) ● Attendance Family Workshops ● Support with school wide attendance recognitions and cultural celebrations Tier III:Chronic Absenteeism Support and Family Engagement Our Coordinators partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
%	0%	\$0	%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2025 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at yellow level for ELA (EL -20.5, SED -10.5) and green in Math (EL -13.1, SED -9.8). We had green level performance in 2025 on the English Learner Progress Indicator, with 49.7% of students making progress towards English language proficiency. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs. The increases in achievement data indicate that these actions are showing effectiveness at addressing these needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	1.1 CAASPP ELA 1.2 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2025, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of students feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,552,585.41	\$ 2,846,268.24

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	\$ 607,827	\$ 649,588
1	2	Special Education Supports	No	\$ 273,584	\$ 449,274
1	3	Services to Support Multilingual Students	No	\$ 51,503	\$ 46,035
1	4	Rocketship Reads	Yes	\$ 60,666	\$ 66,882
2	1	High quality, research-based curriculum	No	\$ 34,209	\$ 23,994
2	2	Professional Development	Yes	\$ 153,430	\$ 182,392
2	3	Data Driven Instructional Practices	Yes	\$ 49,849	\$ 59,378
2	4	Instructional Coaching	Yes	\$ 112,124	\$ 274,417
2	5	Teacher Credentialing	No	\$ 6,907	\$ 17,008
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Operations Staffing & Development	Yes	\$ 439,570	\$ 389,232
3	2	Facilities Maintenance	No	\$ 190,146	\$ 151,220
3	3	Safety Training	No	\$ 13,790	\$ 11,398
3	4	School-wide Operational Systems & Routines	No	\$ -	\$ -
4	1	Enrichment	Yes	\$ 129,560	\$ 99,756
4	2	Outdoor Education and Community Experiences	Yes	\$ 44,002	\$ 39,880
4	3	Social Emotional Learning	Yes	\$ 128,609	\$ 126,786
4	4	Care Corps	No	\$ 89,479	\$ 93,706
5	1	Family Engagement	Yes	\$ 76,329	\$ 76,452
5	2	Family Advocacy and Leadership	No	\$ -	\$ -
5	3	School-Family Partnership	No	\$ 54,192	\$ 50,655
5	4	Los Dichos	No	\$ 20,053	\$ 20,184
5	5	Attendance Initiatives	No	\$ 16,758	\$ 18,031

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 707,501	\$ 1,348,389	\$ 1,491,869	\$ (143,480)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	\$ 282,859	\$ 303,480.23	0.000%	0.000%
1	4	Rocketship Reads	Yes	\$ 60,666	\$ 66,881.70	0.000%	0.000%
2	2	Professional Development	Yes	\$ 153,430	\$ 182,392.09	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	\$ 49,849	\$ 59,377.77	0.000%	0.000%
2	4	Instructional Coaching	Yes	\$ 112,124	\$ 274,417.42	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	\$ 439,570	\$ 389,232.13	0.000%	0.000%
4	1	Enrichment	Yes	\$ 129,560	\$ 99,755.86	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	\$ 44,002	\$ 39,879.72	0.000%	0.000%
4	3	Social Emotional Learning	Yes	\$ -		0.000%	0.000%
5	1	Family Engagement	Yes	\$ 76,329	\$ 76,452.11	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,377,339	\$ 707,501	0.000%	16.163%	\$ 1,491,869	0.000%	34.082%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

Local Control and Accountability Plan Instructions

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
Enter the metric number.
Metric
Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
- Enter the baseline when completing the LCAP for 2024–25. - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - Indicate the school year to which the baseline data applies. - The baseline data must remain unchanged throughout the three-year LCAP. - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Local Control and Accountability Plan Instructions

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it 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.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Futuro Academy	Joelle Daguilh, Principal	info_rfa@rsed.org ; 925-246-5537

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Futuro Academy (RFA) opened in August 2016 in Concord as a K-2 grade campus, the first East Bay Rocketship campus and the 12th Bay Area Rocketship campus. The school has now expanded to serve 669 students in grades TK-5. Approximately 73% of the students are socioeconomically disadvantaged, 47% are English learners, and 9% are Homeless Youth. 78% of RFA students identify as Hispanic/Latinx, 6% as African American and 6% as Asian. Additionally, 10% of students qualify for special education services.

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

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

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

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Futuro Academy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these

requirements compliant to include focusing on five goals: Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

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

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

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections for Red Indicators (required to remain in LCAP during the 3-Year LCAP cycle)

RFA has identified a need in Math for Students with Disabilities (Red, -98.3). We will address this need by implementing Required Action 1.3 Special Education Supports and 1.1 Personalized Learning.

2025 Dashboard Reflections

English Language Arts achievement overall maintained at the same level from the previous year. Both students with disabilities and Hispanic student subgroups increased their scores from the previous year, but English Learners scores decreased.

Mathematics achievement maintained at the same level from the previous year for students overall and English Learners, Hispanic, and Socioeconomically Disadvantaged student subgroups. The Students with Disabilities subgroup scores decreased 3.4 points from the previous year.

English Learner progress declined by 28.6 percentage points, placing the group in the red level, with 32.1% of English Learners either making progress or maintaining the highest level on the 2025 ELPAC. To address this need, we have strengthened implementation of Action 1.3: Services to Support Multilingual Students. Last year, multilingual supports were not fully implemented due to staffing challenges. This year, all positions are fully staffed, allowing for stronger and more consistent support. Lexia English is a key area of focus, and teachers are receiving coaching on effective multilingual learner strategies. Additionally, we have increased intentionality in designated ELD (DELD), including strategic student grouping and clear assignment of teachers to each group. Teachers are also utilizing a range of instructional tools to support English Learners, such as Total Physical Response (TPR) and anchor charts.

Chronic absenteeism increased by 17.7 percentage points in 2024–25, placing the school in the red level, with 28.5% of students identified as chronically absent. All student subgroups also experienced increases, moving each into the red level on the 2025 California Dashboard. To address this need, Actions 4.4 (Care Corps) and 5.5 (Attendance Initiatives) have been strengthened. As a result of these efforts, chronic absenteeism has decreased significantly to 13.3% year-to-date in 2025–26. The Care Corps team has been highly intentional in its communication and family support efforts. Regular meetings between the Care Corps Coordinator and the principal focus on analyzing attendance data, cross-referencing it with academic performance, and sharing insights with families. The school has also implemented targeted engagement strategies to improve attendance around key times. For example, spirit week is scheduled immediately after breaks, supported by consistent communication before, during, and after the break. Similarly, before Spring Break, a schoolwide event is held where classrooms host engaging activity stations. Students earn access to these activities through a point system, strategically encouraging strong attendance and discouraging early departures. In addition, weekly attendance updates by grade level and for the school overall are shared with families. Teachers are proactively identifying and flagging students who have been absent for more than two days, allowing for timely intervention. Engaging instructional units, such as the current test preparation unit, have also contributed to improved student attendance and motivation.

The Suspension rate is an area of strong success with maintenance of the 0% suspension rate. The school will continue to implement action 4.3 Social Emotional Learning to ensure this trend continues.

Targeted Support and Improvement (TSI)

In the 2025-26 school year, our school was identified for Targeted Support and Improvement (TSI). This means that based on the data from the 2025 California School Dashboard, African American and Asian students were in the lowest status level for all but one of the state indicators. Since both subgroups only have a numerically significant group for the Chronic Absenteeism and Suspension indicators, both groups were identified for scoring at the lowest level in Chronic Absenteeism. Actions 4.4 Care Corps and 5.5 Attendance Initiatives include evidence-based strategies to address this need.

Learning Recovery Emergency Block Grant (LREBG)

RFA has \$58,150 in unexpended LREBG funds for the 2026-27 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The RFA needs assessment substantiated findings from the 2025 Dashboard related to student academic needs in English Language Arts and Mathematics for the students with disabilities subgroup.

RFA students need tailored supports to remove barriers to success.

Although RFA runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by providing additional staffing to reduce teacher:student ratios. Metrics 1.1 and 1.2 CAASPP ELA and Math: % Met or Exceeded Standard for students with disabilities will be used to monitor the effectiveness of this action.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Rocketship Futuro Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Futuro Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Futuro Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RFA based on the CA School Dashboard for 2025 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 2/24/26 and 3/31/26, and May TBD. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input in MAY of 2025. 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 draft was presented to the California Committee on May 9, 2026 and the public hearing was held on May 27, 2026. The LCAP was adopted on June 11, 2026.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (7/28/25, 8/26/25, 9/16/25,10/2/25,12/9/25, 3/10/26, 4/14/26 May - TBD), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey.
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (10/10/25) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (Winter 2025).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Action 1.3 was modified based on teacher and administrator feedback that the ELPAC Interim Assessment should be discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction in place of it.

Action 1.4 Special Education Supports: Input was gathered during IEP meetings, parent conferences, and School Site Council and English Learner Advisory Committee (SSC/ELAC) meetings throughout the school year. Families and staff emphasized the importance of increased access to specialized services, improved communication between home and school, and expanded mental health supports. This input will guide continued investment in staffing, improved scheduling of services, and enhanced family communication systems moving forward.

The Goal 4 Goal Analysis section includes parent feedback about the success of the Family Literacy Nights and parents' continued feedback that the school should work to increase family participation in Los Dichos events.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All students: 43.7% English Learners: 22.8% Low Income: 41.9% Hispanic/Latinx: 42.0% Students with Disabilities: 7.0% Data Year: 2022-23	All students: 43.4% English Learners: 26.6% Low Income: 40.1% Hispanic/Latinx: 40.9% Asian: 64.3% Black or African American: 53.3% Students with Disabilities: 8.3% Data Year: 2023-24	All students: 43.0% English Learners: 20.6% Low Income: 40.0% Hispanic/Latinx: 43.6% Asian: 42.1% Black or African American: 29.4% Students with Disabilities: 3.1% Homeless: 33.3% Data Year: 2024-25	48% Data Year: 2025-26	All students: -0.7 English Learners: -2.2 Low Income: -1.9 Hispanic/Latinx: +1.6 Asian: n/a Black or African American: n/a Students with Disabilities: -3.9 Homeless: n/a Data Year: 2024-25
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All students: 37.4% English Learners: 19.8% Low Income: 35.0% Hispanic/Latinx: 35.9% Students with Disabilities: 11.9% Data Year: 2022-23	All students: 46.2% English Learners: 33.1% Low Income: 42.7% Hispanic/Latinx: 44.4% Asian: 57.1% Black or African American: 46.7% Students with Disabilities: 12.5% Data Year: 2023-24	All students: 48% English Learners: 28.6% Low Income: 44.3% Hispanic/Latinx: 48.3% Asian: 47.4% Black or African American: 23.5% Students with Disabilities: 18.8% Homeless: 50% Data Year: 2024-25	51% Data Year: 2025-26	All students: +10.6 English Learners: +8.8 Low Income: +9.3 Hispanic/Latinx: +12.4 Asian: n/a Black or African American: n/a Students with Disabilities: +6.9 Homeless: n/a Data Year: 2024-25

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All students: 34.8% English Learners: 5.9% Low Income: 35.8% Hispanic/Latinx: 34.5% Students with Disabilities: 5.6 % Data Year: 2022-23	All students: 26.5% English Learners: 6.5% Low Income: 23.3% Hispanic/Latinx: 22.2% Data Year: 2023-24	All students: 25.0% English Learners: 11.4% Low Income: 24.0% Hispanic/Latinx: 25.6% Students with Disabilities: 7.7% Data Year: 2024-25	32% Data Year: 2025-26	All students: -9.7 English Learners: +5.5 Low Income: -11.8 Hispanic/Latinx: -8.9 Students with Disabilities: +2.1 Data Year: 2024-25
1.4	Avg Growth Years for Reading on NWEA (K-2) <i>Data Source: NWEA MAP</i>	.80 Years Data Year: 2023-24	1.11 Years Data Year: 2024-25	1.60 Years	1.2 Years Data Year: 2026-27	+ .80 Data Year: 2025-26
1.5	Avg Growth Years for Math on NWEA (K-2) <i>Data Source: NWEA MAP</i>	1.01 Years Data Year: 2023-24	1.13 Years Data Year: 2024-25	1.76 Years	1.2 Years Data Year: 2026-27	+ .75 Data Year: 2025-26
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) <i>Data Source: CA Dashboard</i>	2022-23: 44%	2023-24: 60.7%	2024-25: 32.1%	66% Data Year: 2025-26	-11.9 Data Year: 2024-25

1.7	EL Reclassification Rate <i>Data Source: SIS Demographics</i>	23-24: 5.5 % Data Year: 2023-24 (as of 3/29/24)	7.9% Data Year: 2024-25 (as of 4/4/25)		10% Data Year: 2026-27	+2.4 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned, with the exception of Action 1.3 (Services to Support Multilingual Learners), where adjustments were made.

1.1 Personalized Learning

Small group instruction improved, resulting in more students receiving instruction at their appropriate level with targeted support to advance. Progress monitoring systems were strengthened using multiple measures to better inform instruction. Next year the school will pilot a new MTSS platform to better identify students for tutoring and track their progress. A key challenge was addressing a wide range of student needs within classrooms. Variability in student levels made it difficult to consistently group students and deploy staff strategically.

1.2 Special Education Supports

Additional assessments and expanded services improved timely identification of student needs and enabled more targeted interventions. Increased collaboration among special education staff, general education teachers, and related service providers strengthened implementation of the inclusion model. Students showed improved access to grade-level curriculum, and use of assistive technology increased to support learning and independence. Expansion of a fully inclusive model, including additional staff in classrooms to support co-teaching, helped reduce stigma, promote student advocacy, and support differentiated instruction for all students rather than by label.

A key challenge was staffing for special education, particularly with a significant increase in moderate/severe program needs. Budget adjustments were required to increase staffing. The addition of two long-term substitutes who remained in place throughout the year helped ensure students consistently received needed support.

1.3 Services to Support Multilingual Learners

The ELPAC Interim Assessment was discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction. Teachers used the tool biweekly to identify focus skills and inform grouping for Designated ELD.

Implementation improved clarity around high-quality ELD instruction and supported identification of students and skills for re-teaching. Over 80% of newcomer students receiving targeted support demonstrated growth on post-assessments. As a first-year implementation, challenges

included inconsistent data collection, limited clarity on the rubric, and varying teacher capacity to use the tool effectively. Despite this, available data was used to guide instruction.

1.4 Rocketship Reads

The campaign to increase student participation in reading has been successfully implemented, focusing on building excitement about reading and ensuring students have access to books to practice their developing skills. Through a partnership with Books Are Fun, students can earn up to 10 free books by sending out invitations to request donations. Incentives and prizes are also provided to encourage participation. Additionally, the school has established a weekly “Drop Everything and Read” (DEAR) time every Tuesday, centered around a guiding question to promote engagement and comprehension. During this time, primary students participate in read-alouds, while upper-grade students engage in partner reading. Staff and school leaders also read alongside students, reinforcing a strong culture of reading.

At the same time, there have been concerns about students using AI tools to complete Accelerated Reader (AR) tests in order to earn “Word Millionaire” prizes. In response, the school is emphasizing responsible digital citizenship, helping students understand that using AI to shortcut learning ultimately undermines their own growth and achievement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 Special Education Supports budgeted expenditures \$ 461,140 and estimated actuals \$ 771,158 difference was due to the increased need for special education contracted staff due to open roles and higher than anticipated special education support needs. Contracted staff are more expensive than hiring internal staff.

Action 1.4 Rocketship Reads budgeted expenditures \$ 110,559 and estimated actuals \$ 91,200 difference was due to fewer Humanities teachers hired than initially estimated in the budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.5 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results. On the NWEA K-2, students showed strong growth in Reading and Math. Kindergarten students are well on their way to mastering the letters and their corresponding sounds. CAASPP Math scores have increased, while ELA scores have maintained at the same level, and Science scores have decreased.

Our tier 2 supports during Learning Lab are showing effectiveness with 53% of students provided Tier 2 support by a tutor Tier 2 during Learning Lab time meeting their Dibels Reading growth target for Fall to Winter. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address.

1.2 Special Education Supports were effective in making progress toward the goal. RFA demonstrated mixed results in CAASPP outcomes for students with disabilities. Implementation of inclusive practices and support services improved access to instruction; however, results indicate some variability, and continued refinement is needed to further accelerate student outcomes.

In 1.3 Services to Support Multilingual Students, the action is showing inconsistent effectiveness. In 2025, 25% of students made progress on the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 7.9%. Data showing the full impact of this year’s LCAP goals and initiatives will be available in the summer.

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

Action 1.1 was modified from a “more than 1:1 student to Chromebook ratio” to “maintain a 1:1 student to Chromebook ratio”. Also, the description was modified to include what will be added to the action in 2026-27.

Action 1.2 was modified to include plans for 2026-27.

Action 1.3 was modified to remove the ELPAC interim and add the ELD progress monitoring tool (as discussed in the first prompt).

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RFA's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.		Yes

1.2	Special Education Supports	Although RFA runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology. This action will support Math growth and achievement of our Students with Disabilities by providing supports personalized to their needs.		No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.		No
1.4	Rocketship Reads	Rocketship Futuro Academy will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.		Yes

Goal 2

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home <i>Data Source: Williams' Textbook Sufficiency Report</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.2	Number/% of total and EL teachers credentialed & properly assigned <i>Data Source: Internal Staffing Data Tracker</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	Maintained Data Year: 2025-26	Maintained Data Year: 2024-25
2.3	% of adopted standards including ELD standards implemented <i>Data Source: Observations and Coaching Logs</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All All Goal 2 actions were implemented as planned.

2.1 High-Quality, Research-Based Curriculum

CKLA Integrated and Knowledge was successfully adopted across campuses, with aligned unit launches and bi-weekly coaching cycles supporting implementation. Key challenges included differentiating instruction for below-grade-level readers while maintaining access to grade-level content, as well as the learning curve associated with a new curriculum. Initial differentiation resources have been developed and will continue to be refined.

2.2 Professional Development

Expanding new educator orientation into a three-day experience strengthened alignment and collaboration. The primary challenge this year was differentiating support for new and returning teachers implementing the same curriculum, which will be refined moving forward. The school has successfully utilized weekly planning meetings and lesson plan feedback structures to support teachers' professional learning. One-to-one meetings are conducted prior to the launch of each module to ensure teachers have what they need to successfully launch.

2.3 Data-Driven Instructional Practices: Progress monitoring for English Learners and adoption of Amira improved efficiency and data use. The main area for growth is building teacher capacity to analyze data and take effective instructional action.

2.4 Instructional Coaching: New coaching tools strengthened coaches' ability to diagnose and develop teacher practice. A key challenge is accelerating the development of first-year coaches. There has been a strong focus on developing and communicating clear criteria for success for students to improve students ability to work independently.

2.5 Teacher Credentialing

Rocketship Public Schools has significantly expanded educator development pathways through strengthened university partnerships, increasing access to degree, intern, and residency programs. Through partnerships with Reach University and Rivet School, 10 staff members have earned bachelor's degrees and 15 are currently enrolled, creating a pipeline into credential programs and teaching roles. Rocketship currently supports over 75 educators across credentialing pathways, including Multiple Subject, Education Specialist, and PK–3 programs through Reach University, San José State University, Santa Clara County, and Loyola Marymount University. For the 2025–2026 school year, this includes 44 participants in the Reach Intern Program, 18 enrolled at SJSU (with 15 additional projected), 1 participant in the PK–3 pathway, and 5 residents in LMU's program. The Credentialing & Compliance Team partners closely with universities to streamline program implementation, allowing educators to focus on instructional practice and student outcomes. This expansion reflects significant growth from prior years when Reach was the sole partner. Looking ahead, Rocketship aims to enroll over 50 staff members in intern programs for the 2026–2027 school year.

2.6 Culturally Responsive Pedagogy: The school successfully implemented the Kimochis SEL curriculum in TK–2. The next step is refining a stronger SEL approach for grades 3–5 in 2026–2027.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 High Quality, Research-based Curriculum budgeted expenditures \$ 50,000 and estimated actuals \$ 66,701 difference was due to Core curriculum expenses being higher than budgeted.

- Action 2.3 Data Driven Instructional Practice budgeted expenditures \$ 92,870 and estimated actuals \$ 73,784 difference was due to the school being able to utilize internal staff for testing resulting in fewer expenses for external testing substitutes. Assessment software costs were also slightly lower than initially estimated.
- 2.4 Instuctional Coaching budgeted expenditures \$ 448,496 and estimated actuals \$ 268,638 difference was due to Instructional coaching being primarily conducted by Assistant Principals. The school had fewer AP's on staff this year vs. budget, resulting in lower instructional coaching expenses
- 2.5 Teacher Credentialing budgeted expenditures \$ 11,523 and estimated actuals \$ 5,615 difference was due to a larger number of credentialed teachers having been hired, resulting in lower teacher credentialing costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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

- Action 2.1 has been modified to describe the Rocketship approach as grounded in the “Science of Reading” instead of “Balanced Literacy.” Additionally, language was modified to indicate that the school will be in the second year of CKLA implementation and is adding Tools of the Mind to support our youngest students in the development of self-regulation skills.
- Action 2.5 has been modified to describe the expanded opportunities available for teachers and staff to progress towards earning a teaching credential.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RFA curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RFA operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RFA utilizes an approach grounded in the Science of Reading for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 26-27, we will be refining our approach to CK Integrated for grades 3-5, CKLA Knowledge for K-2 in the second year of implementation to pair with CKLA Skills which has already been in place. We will also be elevating our early childhood education approach by adopting Tools of the Mind to support young students develop self-regulation skills such as focusing attention, persisting at a challenging task, learning how to learn, and managing emotions.		No

2.2	Professional Development	Professional Development is a critical component of the RFA program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RFA hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RFA has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RFA will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.		Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.		Yes
2.3	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RFA teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.		Yes

2.4	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We continue to strengthen our Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two-year route to earning their Preliminary Credential. We have also launched a new program partnership with San Jose University to support our Education Specialist. Ever expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their bachelor's degree in liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 26-27 school year.		No
2.5	Culturally Responsive Pedagogy	RFA is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	\$0	No

Goal 3

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Local Control and Accountability Plan

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard <i>iAuditor Internal Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
3.2	% of students feel safe on campus (As measured by student survey) <i>Data Source: Internal Survey</i>	80% Data Year: 2023-24	78% Data Year: 2024-25		75% Data Year: 2026-27	-2 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) <i>Data Source: Annual Parent Survey</i>	87% Data Year: 2023-24	86% Data Year: 2024-25		85% Data Year: 2026-27	-1 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing & Development, additional training provided for operations specialists at the start of the year led to improved implementation of recess protocols, ultimately enhancing student engagement and joy. In 3.2 Facilities Maintenance, training operations staff on space-management systems has streamlined teacher access to materials and resulted in higher internal scores for physical space utilization. In 3.3 Safety Training, it has been difficult for the BOMs to

conduct the weekly safety walkthroughs, where they check all security systems on campus at random times to ensure they are being implemented as planned. Additional attention is being placed on conducting these safety walkthroughs each week to ensure regularity.

Regarding 3.4 School-wide Operational Systems & Routines, high student support needs earlier this year led to less frequent one-on-one meetings between the Business Operations Manager (BOM) and Operations Specialists. Schedules have since been adjusted to ensure all specialists receive their planned support moving forward. Survey feedback indicates that 90% of BOMs are very satisfied or satisfied with the monthly professional development provided. Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1 Operations Staffing & Development budgeted expenditures \$ 639,770 and estimated actuals \$ 530,268 difference was due to fewer Operations staff being hired due to challenges hiring and retaining staff.

Action 3.2 Facilities Maintenance budgeted expenditures \$ 321,502 and estimated actuals \$ 285,906 difference was due to fewer building repairs being needed, resulting in lower facilities costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 78% and % of families feel campus is safe: 93%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations. Parents have expressed that they like the way teachers ensure the safety of the kids.

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

There are no planned changes.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.		Yes
3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.		No

3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.		No
3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No

Goal 4

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) <i>Data Source: Internal Survey</i>	83% Data Year: 2023-24	83% Data Year: 2024-25		75% Data Year: 2026-27	Maintained Data Year: 2025-26
4.2	Suspension rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.3	Expulsion rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs <i>Data Source: SIS Schedule Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned.

In **4.1 Enrichment**, the school implemented a new virtual reality coding enrichment for upper grade students led by the STEAM teacher. Students from the school have been invited to Google Demo Day to present their projects at the Google Sunnyvale offices. This year the students are getting a lot of exposure to a variety of activity types including virtual reality, science, physical education, and art in the lower grades.

In **4.2 Outdoor Education and Community Experiences**, we held successful science camp trips for grades 4 and 5, as indicated by positive student and family feedback. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events.

4.3 Social Emotional Learning lessons/activities have been implemented consistently every morning this year.

Through the **4.4 Care Corps** action, the schools are providing support to thousands of families across the network. Our Care Closet provides free clothing to 50-100 families each month and our food distribution program serves 800 families each month. Vision to Learn is screening and testing all students and those that require additional care get free glasses and/or a referral to a specialist and support throughout that process from our Care Corps Coordinators.

Additionally, 225 families graduated from Rocketship Parent University, and we added a new set of sessions this fall with the same topics but added more mental health, parenting, grieving, and financial literacy workshops. We also partnered with a technology high school in Palo Alto who donated 25 Mac laptops to our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.1 Enrichment budgeted expenditures \$ 259,120 and estimated actuals \$ 213,818 difference was due to fewer enrichment center coordinators due to shifts in staffing.

Action 4.2 Outdoor Education and Community Experiences budgeted expenditures \$ 73,411 and estimated actuals \$ 81,663 difference was due to Science camp expenses being higher than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (83%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 80% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%).

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

Action 4.2 has been modified to better describe the current camp programs.

Action 4.4 service offerings have been modified in response to feedback from families regarding their needs. The Care Corps program now devotes the majority of their efforts to combatting chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	Enrichment is a critical component of a students’ education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.		Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students’ learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to connect the learning to the curriculum back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experiences are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for a 4 day overnight trip of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.		Yes

		At Rocketship Futuro Academy we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our 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. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Futuro Academy core values: respect, responsibility, persistence, empathy, and purpose. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.		No
4.3	Social Emotional Learning	In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time 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 particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. 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. Our 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 providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. 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.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: Food Distribution: We service 800 families every month across San Jose and East Bay. Care Closet: Free clothing families can access either at food distribution sites or on campus Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). Health Screenings: Conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. Partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. Chronic Absenteeism Support and Family Engagement Our Coordinators now partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases. In addition, Coordinators provide direct support to families through: ● Family needs assessments and referrals to community resources and services		No

		• Home visits and wellness checks • Engagement in attendance recognition and celebration events on campus • Planning and co- facilitating community attendance workshops. • Supporting and leading the implementation of the RPS Attendance Escalation Protocols to strengthen and build strong family partnerships and increase student learning time.		

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement (see Action 5.1 below for how the school promotes participation of parents of unduplicated pupils and pupils with exceptional needs) and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met.

Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance <i>Data Source: SIS Attendance Reports</i>	92.8% Data Year: 2023-24 (as of 3/29/24)	92.9% Data Year: 2024-25 (as of 4/4/25)	94.4% Data Year: 2025-26 (as of 4/28/26)	94% Data Year: 2026-27	+ 1.6 Data Year: 2025-26

5.2	Chronic Absenteeism rate for all students and all significant subgroups <i>Data Source: SIS Attendance Reports</i>	All Students: 25.6% English Learners: 21.9% Low Income: 25.7% Students with Disabilities: 27.3% Homeless: 21.6% Asian: 39.6% Black: 27.1% Hispanic/Latinx: 24.2% White: 21.2% Data Year: 2023-24 (as of 3/29/24)	All Students: 27.0% English Learners: 26.0% Low Income: 26.0% Students with Disabilities: 29.9% Homeless: 17.5% Asian: 26.0% Black: 34.5% Hispanic/Latinx: 27.2% White: 11.4% Data Year: 2024-25 (as of 4/4/25)	All Students: 12.8% Data Year: 2025-26 (as of 4/28/26)	All Students: 20% Data Year: 2026-27	-12.8 Data Year: 2025-26
5.3	% of parents are involved (% parents on track to complete participation hours) <i>Data Source: Internal HelpCounter Data</i>	99% Data Year 2023-24 (As of 5/3/24)	90% Data Year 2024-25 (as of 4/4/25)	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26
5.4	% Home visits completed <i>Data Source: Internal Data</i>	99% Data Year 2023-24	100% Data Year 2024-25	Data Year: 2025-26	95% Data Year 2026-27	Data Year: 2025-26

5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) <i>Data Source: Annual Parent Survey</i>	73% Data Year 2023-24	84% Data Year 2024-25	84% Data Year: 2025-26	90% Data Year 2026-27	+11 Data Year: 2025-26
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) <i>Data Source: Annual Parent Survey</i>	77% Data Year: 2023-24	80% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26
5.7	Portion of parents with input into decision making (Parent survey participation rate) <i>Data Source: Annual Parent Survey</i>	97% Data Year: 2023-24	100% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned.

In **5.1 Family Engagement and 5.2 Family Advocacy and Leadership**, every month the school hosts a different family event such as the Talent Show, Black History Month and other cultural celebrations. The school also hosts Los Dichos twice monthly. RFA has very strong partnerships and strong communication with families. Leaders are accessible to families through regular office hours. Additionally, several RFA families participate in the Regional Advisory Council.

In **5.3 School-Family Partnership and 5.4 Los Dichos**, each of our 13 California schools now host a Family Literacy Night at a local library. This shift is inspired by the success of last year’s event with Rocketship Redwood City Prep—featuring a storytime, interactive activities, the Five Finger Rule reading strategy, and community tables. We even enrolled five new students by the end of the night! Parent survey feedback indicates that parents were very satisfied with this event, especially those families who are not often able to attend the Los Dichos events that occur during school hours. RFA made it a priority to increase family participation in the Los Dichos events this year and used multiple methods of communication to accomplish this, including teachers calling parents to sign them up for each event. 2026 Parent survey data indicates that parents would still like to see increased participation, so these increased efforts will continue.

The partnerships with the majority of libraries have been amazing with overall very strong communication and support with providing space and book giveaways for students.

There is a need to strengthen School-Family Partnerships by providing more regular communication with families about student progress using the reports provided by the various assessment systems.

In **5.5 Attendance Initiatives**, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Over the past year, our work has shifted from a traditional case management model—supporting 15–20 individual cases each quarter—to a focused, systemic approach targeting Chronic Absenteeism.

Our Coordinators now partner with 40–50 families per site, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining Chronic Absenteeism rates low while supporting ADA increases.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.3 School-Family Partnership budgeted expenditures \$ 54,192 and estimated actuals \$ 32,664 difference was due to lower personnel costs than originally budgeted.

Action 5.5 Attendance Initiatives budgeted expenditures \$ 16,758 and estimated actuals \$ 14,507 difference was due to lower personnel costs than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (90%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (100%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or

strongly agree on the parent survey) (84%). 5.6 Attendance Initiatives was effective Average Daily Attendance (93%), by Chronic Absenteeism rate for all students and all significant subgroups (27% overall).

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

In 5.5 Attendance Initiatives, the action description has been updated to provide more detail on our program to address chronic absenteeism. We have moved away from 9 weeks of case managing 15 families to now doing outreach and support to all chronically absent families.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We have designed our family engagement model <i>with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs.</i> To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Academic Partnership Meetings: We hold Academic Partnership meetings (such as Literacy Night) to increase awareness and provide skill-building opportunities for families to partner with the school to positively impact academic student outcomes. Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Movie Nights, or Middle School Expo. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.		Yes

		Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		
5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families 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: School Site Council (SSC) and English Learner Advisory Committee (ELAC): These committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.		No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the launch of our Coordination of Services Team (COST), schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinators to ensure the program's implementation at each school. The Los Dichos Program Manager and Rocketship Coordinators meet monthly to review and discuss lesson plans and activities before going into the classroom.		No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I: Everyone has access to: • School health screenings for vision, dental and hearing. • Immunization Clinics • Rocketship Parent University courses like ESL, parenting, digital literacy workshops, etc Tier II: • Self referral ICARE Form • Proactive outreach to MKV families & conduct needs assessments • Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) • Supporting school with community attendance meetings (SART- School Attendance Review Team) • Attendance Family Workshops • Support with school wide attendance recognitions and cultural celebrations Tier III:Chronic Absenteeism Support and Family Engagement Our Coordinators partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
%	0%	\$0	%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2025 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at orange level (EL -36.8, SED -29.1). In Math, both groups were at yellow level (EL, -19.4, SED -15.7). We had red level performance in 2025 on the English Learner Progress Indicator, with 32.1% of students making progress towards English language proficiency. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	1.1 CAASPP ELA, 1.2 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2025, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of students feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 4,490,225.17	\$ 4,335,313.26

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	\$ 1,020,653	\$ 996,030
1	2	Special Education Supports	No	\$ 461,140	\$ 771,158
1	3	Services to Support Multilingual Students	No	\$ 72,710	\$ 69,091
1	4	Rocketship Reads	Yes	\$ 110,559	\$ 91,200
2	1	High quality, research-based curriculum	No	\$ 50,000	\$ 66,701
2	2	Professional Development	Yes	\$ 303,284	\$ 284,760
2	3	Data Driven Instructional Practices	Yes	\$ 92,870	\$ 73,784
2	4	Instructional Coaching	Yes	\$ 448,496	\$ 268,638
2	5	Teacher Credentialing	No	\$ 11,523	\$ 5,615
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Operations Staffing & Development	Yes	\$ 639,770	\$ 530,268
3	2	Facilities Maintenance	No	\$ 321,502	\$ 285,906
3	3	Safety Training	No	\$ 17,077	\$ 16,386
3	4	School-wide Operational Systems & Routines	No	\$ -	\$ -
4	1	Enrichment	Yes	\$ 259,120	\$ 213,818
4	2	Outdoor Education and Community Experiences	Yes	\$ 73,411	\$ 81,663
4	3	Social Emotional Learning	Yes	\$ 219,816	\$ 216,109
4	4	Care Corps	No	\$ 152,936	\$ 159,722
5	1	Family Engagement	Yes	\$ 130,134	\$ 122,888
5	2	Family Advocacy and Leadership	No	\$ -	\$ -
5	3	School-Family Partnership	No	\$ 54,192	\$ 32,664
5	4	Los Dichos	No	\$ 34,273	\$ 34,404
5	5	Attendance Initiatives	No	\$ 16,758	\$ 14,507

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,115,700	\$ 2,552,443	\$ 2,099,217	\$ 453,226	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF)	Estimated Actual Expenditures for Contributing	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	\$ 494,798	\$ 432,197.53	0.000%	0.000%
1	4	Rocketship Reads	Yes	\$ 110,559	\$ 91,200.04	0.000%	0.000%
2	2	Professional Development	Yes	\$ 303,284	\$ 284,759.87	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	\$ 92,870	\$ 73,784.11	0.000%	0.000%
2	4	Instructional Coaching	Yes	\$ 448,496	\$ 268,637.95	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	\$ 639,770	\$ 530,268.31	0.000%	0.000%
4	1	Enrichment	Yes	\$ 259,120	\$ 213,818.13	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	\$ 73,411	\$ 81,663.40	0.000%	0.000%
4	3	Social Emotional Learning	Yes	\$ -		0.000%	0.000%
5	1	Family Engagement	Yes	\$ 130,134	\$ 122,888.11	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 7,138,391	\$ 1,115,700	0.000%	15.630%	\$ 2,099,217	0.000%	29.407%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

Local Control and Accountability Plan Instructions

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric
• Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
• Enter the baseline when completing the LCAP for 2024–25. - o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - o Indicate the school year to which the baseline data applies. - o The baseline data must remain unchanged throughout the three-year LCAP. ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
• When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Local Control and Accountability Plan Instructions

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it 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.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Fuerza Community Prep	Riley St. Marie, Principal	fuerza@rsed.org; 408-708-5744

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Fuerza Community Prep (RFZ) opened in August 2014 as TK-4th grade campus, the ninth Rocketship campus to open in San Jose. The campus now serves approximately 506 TK-5th grade students. Approximately 77% of the students are socioeconomically disadvantaged, 10% are Homeless, 59% are English learners, 85% are Hispanic/Latinx and 8% are Asian. Additionally, 10% of students qualify to receive special education services.

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

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

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At Rocketship Fuerza this fifth core value is *ganas*. *Ganas* is the fuel that makes the core values of respect, persistence, empathy, and responsibility come to life and ignites students' desires and zest to achieve their best. Cultivating *ganas* means that students will find joy and meaning in a challenge and push themselves to overcome it. It means that students will not just work persistently towards achievement but deeply desire it. Students with *ganas* will also encourage and motivate their peers to be better students, friends, sons, daughters, and community members. Rocketeers fueled by *ganas* are expected to face challenges head on with intelligence, resolve, and pride. They will create solutions instead of making excuses and push beyond expectations of themselves and their community. This core

value reminds our Rocketeers that success comes not only through hard work but also through a deep desire to reach one's goals and help others achieve theirs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Fuerza Community Prep which is the Schoolwide Program; herein referred to as the LCAP. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

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

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

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections for Red Indicators (required to remain in plan for 3-Year LCAP cycle)

RFZ has identified a need in English Learner Progress (Red, 27.7%). We will address this need by implementing Action 1.3 Services to Support Multilingual Students Required Action. We began in 23-24 to have specific P.D. for Designated ELD in the classroom. We hope to have all our teachers certified in GLAD training to ensure they know the strategies for Integrated ELD.

2025 Dashboard Reflections

English Learner Progress continues to be an area of need. In 2024, the percentage of English learners (ELs) making progress or maintaining at the highest level on the ELPAC increased to 51.6% (Green), but in 2025 decreased to 23.7% (Red). In 2025-26 teachers are using ELPAC and EL Progress Monitoring data to ensure their instruction is meeting the current language acquisition needs of the students in front of them. Teachers are specializing in teaching Designated ELD to one level of students to allow them to gain expertise in the instructional needs and most effective instructional strategies for that group of students. Our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for English learners.

English Language Arts achievement has maintained at a similar level (+0.5) from 2024-25, while math achievement increased (+5.4) driven primarily by large gains from the Hispanic (+16.1) and Students with Disabilities (+30.5) subgroups. We attribute this success to a strong group of teachers and assistant principal who has provided coaching support. Additionally, the math curriculum was in its third year of implementation allowing teachers to master the pacing and best practices for adjusting instruction to meet student needs. We also had strong Family Partnership practices with communications provided to teach families how to practice the skills at home. For Students with Disabilities, we attribute their growth to strong co-teaching practices that have been strategically scheduled at the times when students need the most support from an additional teacher in the room.

The school continues to maintain a very low Suspension rate (Blue, 0.2%) by implementing restorative practices and providing students the opportunity to reflect on actions and fix the situation instead of excluding them. We will build on this success by continuing to implement Action 4.3 Social Emotional Learning.

Chronic Absenteeism is also a continuing area of need, increasing in 2025-26 for all students (Red, 24.8%) and for all numerically significant subgroups except English Learners. Actions 4.4 Care Corps and 5.5 Attendance Initiatives will continue to be strengthened to address this need. This year attendance has been highly incentivized with raffles and free dress awarded for regular attendance. Additionally, the school started holding meetings with families of students in danger of becoming chronically absent earlier in the year to educate families about the importance of regular attendance and create plans to support the family.. As a result of these efforts chronic absenteeism has decreased.

Learning Recovery Emergency Block Grant (LREBG)

RFZ has \$51,331 in unexpended LREBG funds for the 2026-27 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The RFZ needs assessment substantiated findings from the 2025 Dashboard related to student academic needs in English Language Arts and Mathematics for the students with disabilities subgroup.

RFZ students need tailored supports to remove barriers to success.

Although RFZ runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such

as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by providing additional staffing to reduce teacher:student ratios. Metrics 1.1 and 1.2 CAASPP ELA and Math: % Met or Exceeded Standard for students with disabilities will be used to monitor the effectiveness of this action.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Rocketship Fuerza Community Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Fuerza Community Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Fuerza Community Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RFZ based on the CA School Dashboard for 2025 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 10/8/25, 11/19/25, 2/4/26, 4/22/26. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input in May of 2025. 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 27, 2026. The LCAP was adopted on June 11, 2026.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (8/13/25, 9/3/25, 10/1/25, 11/5/25, 2/4/26, 3/4/26, 4/1/26, 5/6/26), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 2026).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, a Brown Bag feedback meeting (9/24/26), monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys such as our weekly feedback survey that goes out in the launcher.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (Winter 2025).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Local Control and Accountability Plan

Action 1.3 was modified based on teacher and administrator feedback that the ELPAC Interim Assessment should be discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction in place of it.

Action 1.4 Special Education Supports: Input was gathered during IEP meetings, parent conferences, and School Site Council and English Learner Advisory Committee (SSC/ELAC) meetings throughout the school year. Families and staff emphasized the importance of increased access to specialized services, improved communication between home and school, and expanded mental health supports. This input will guide continued investment in staffing, improved scheduling of services, and enhanced family communication systems moving forward.

Staff: Positive feedback about more planning time and reducing afternoon meeting time. They would like more flexibility and planning time

Students: Love their teachers and going outside for athletics and dance class. More games and activities within the classroom and more free dress

Parents: consistency of events and communication. More homework . More events or different celebrations added

SSC: Ideas that they bring and then the group generates ideas. They really want to get as many families involved as possible.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All students: 38.7% English Learners: 20.7% SED: 34.8% Students with Disabilities: 0.0 % Asian:81.6 % Hispanic/Latinx: 29.9% Data Year: 2022-23	All students: 43.8% English Learners: 23.3% SED: 38.8% Students with Disabilities: 13.8% Asian: 82.5% Hispanic/Latinx: 33.5% Filipino: 81.8% Data Year: 2023-24	All students: 42.1% English Learners: 18.9% SED: 36.0% Students with Disabilities: 18.2% Asian: 69.2% Hispanic/Latinx: 37.7% Data Year: 2024-25	48% Data Year: 2025-26	All students: +3.4 English Learners: -1.8 SED: +1.2 Students with Disabilities: +18.2 Asian: -12.4 Hispanic/Latinx: +7.8 Data Year: 2024-25

1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All students: 31.6% English Learners: 11.3% SED: 27.0 % Students with Disabilities: 0.0% Asian: 76.3% Hispanic/Latinx: 21.2% Data Year: 2022-23	All students: 40.3% English Learners: 21.5% SED: 35.9% Students with Disabilities: 17.2% Asian: 82.5% Hispanic/Latinx: 29.6% Filipino: 72.7% Data Year: 2023-24	All students: 40.5% English Learners: 21.8% SED: 33.9% Students with Disabilities: 15.2% Asian: 76.9% Hispanic/Latinx: 34.8% Data Year: 2024-25	51% Data Year: 2025-26	All students: +8.9 English Learners: +10.5 SED: +6.9 Students with Disabilities: +15.2 Asian: +0.6 Hispanic/Latinx: +13.6 Data Year: 2024-25
1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All students: 23.1% English Learners: 9.7% SED: 20.5% Hispanic/Latinx: 14.0 % Data Year: 2022-23	All students: 23.9% English Learners: 8.7% SED: 25.0% Hispanic/Latinx: 21.2% Data Year: 2023-24	All students: 15.4% English Learners: 0% SED: 14.7% Hispanic/Latinx: 14.3% Data Year: 2024-25	32% Data Year: 2025-26	All students: -7.7 English Learners: -9.7 SED: -5.8 Hispanic/Latinx: +0.3 Data Year: 2024-25
1.4	Avg Growth Years for Reading on NWEA (K-2) <i>Data Source: NWEA MAP</i>	.94 Years Data Year: 2023-24	1.18 Years Data Year: 2024-25	1.68 Years Data Year: 2025-26	1.2 Years Data Year: 2026-27	+ .74 Data Year: 2025-26
1.5	Avg Growth Years for Math on NWEA (K-2) <i>Data Source: NWEA MAP</i>	1.06 Years Data Year: 2023-24	1.23 Years Data Year: 2024-25	1.78 Years Data Year: 2025-26	1.2 Years Data Year: 2026-27	+ .72 Data Year: 2025-26

1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) <i>Data Source: CA Dashboard</i>	28% Data Year: 2022-23	51.6% Data Year: 2023-24	23.7% Data Year: 2024-25	57% Data Year: 2025-26	+23.6 Data Year: 2023-24
1.7	EL Reclassification Rate <i>Data Source: SIS Demographics</i>	2.7% Data Year 2023-24 (as of 3/29/24)	4.3% Data Year 2024-25 (as of 4/4/25)		6% Data Year: 2026-27	+1.6 Data Year 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned, with the exception of Action 1.3 (Services to Support Multilingual Learners), where adjustments were made.

1.1 Personalized Learning

Small group instruction improved, resulting in more students receiving instruction at their appropriate level with targeted support to advance. Progress monitoring systems were strengthened using multiple measures to better inform instruction. A key challenge was addressing a wide range of student needs within classrooms. Variability in student levels made it difficult to consistently group students and deploy staff strategically.

1.2 Special Education Supports

Additional assessments and expanded services improved timely identification of student needs and allowed for more targeted interventions. Increased collaboration among staff strengthened implementation of the inclusion model. Students showed improved access to grade-level curriculum, and use of assistive technology increased to support learning and independence. A key challenge was staffing for special education. Scheduling constraints required prioritizing co-teaching support during the highest-need instructional times, limiting broader access across the day.

1.3 Services to Support Multilingual Learners

The ELPAC Interim Assessment was discontinued due to time demands, limited instructional usefulness of the data, and overall assessment

burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction. Teachers used the tool biweekly to identify focus skills and inform grouping for Designated ELD.

Implementation improved clarity around high-quality ELD instruction and supported identification of students and skills for re-teaching. Over 80% of newcomer students receiving targeted support demonstrated growth on post-assessments. As a first-year implementation, challenges included inconsistent data collection, limited clarity on the rubric, and varying teacher capacity to use the tool effectively. Despite this, available data was used to guide instruction.

1.4 Rocketship Reads

Rocketship Reads was implemented successfully at the start of the year, with strong student engagement driven by incentives and opportunities to earn and purchase books. A key challenge was maintaining momentum and consistent participation throughout the year. Despite this, students demonstrated growth in reading levels on NWEA, likely supported by increased reading practice and improved test access through stronger reading skills.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 Special Education Supports budgeted expenditures \$ 358,876 and estimated actuals \$ 646,248 difference was due to the increased need for special education contracted staff due to open roles and higher than anticipated special education support needs. Contracted staff are more expensive than hiring internal staff.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning and 1.5 Rocketship Reads actions have been somewhat effective overall with increased scores on both the CAASPP ELA and Math assessments. Also, the NWEA MAP data for K-2, shows students exceeding our targets for both Math and Reading. These actions are showing less effectiveness with regard to Science achievement, which has decreased this year.

Our tier 2 supports during Learning Lab are showing effectiveness with 53% of students provided Tier 2 support by a tutor Tier 2 during Learning Lab time meeting their Dibels Reading growth target for Fall to Winter. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address.

1.2 Special Education Supports were effective in making progress toward the goal. RFZ demonstrated mixed results in CAASPP outcomes for students with disabilities. Implementation of inclusive practices and support services improved access to instruction; however, results indicate some variability, and continued refinement is needed to further accelerate student outcomes.

The 1.3 Services to Support Multilingual Students action was somewhat effective. In 2025, we had 24% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 4.3%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer.

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

Action 1.1 was modified from a “more than 1:1 student to Chromebook ratio” to “maintain a 1:1 student to Chromebook ratio”. Also, the description was modified to include what will be added to the action in 2026-27.

Action 1.2 was modified to include plans for 2026-27.

Action 1.3 was modified to remove the ELPAC interim and add the ELD progress monitoring tool (as discussed in the first prompt).

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RFZ's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.		Yes

1.2	Special Education Supports	Although RFZ runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.		No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.		No
1.4	Rocketship Reads	Rocketship Fuerza Community Prep will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers and families on modeling reading as an everyday activity. We will continue to acknowledge and celebrate student achievement by awarding books to students through our book vending machine.		Yes

Goal 2

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home <i>Data Source: Williams' Textbook Sufficiency Report</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.2	Number/% of total and EL teachers credentialed & properly assigned <i>Data Source: Internal Staffing Data Tracker</i>	100% Data Year: 2022-23	100% Data Year: 2024-25	100% Data Year: 2024-25	Maintained Data Year: 2025-26	Maintained Data Year: 2024-25
2.3	% of adopted standards including ELD standards implemented <i>Data Source: Observations and Coaching Logs</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned.

2.1 High-Quality, Research-Based Curriculum: CKLA Integrated and Knowledge was successfully adopted across campuses, with aligned unit launches and bi-weekly coaching cycles supporting implementation. Key challenges included differentiating instruction for

below-grade-level readers while maintaining access to grade-level content, as well as the learning curve associated with a new curriculum. Initial differentiation resources have been developed and will continue to be refined.

2.2 Professional Development: Expanding new educator orientation into a three-day experience strengthened alignment and collaboration. The primary challenge was differentiating support for new and returning teachers implementing the same curriculum, which will be refined moving forward.

2.3 Data-Driven Instructional Practices: Progress monitoring for English Learners and adoption of Amira improved efficiency and data use. The main area for growth is building teacher capacity to analyze data and take effective instructional action.

2.4 Instructional Coaching: New coaching tools strengthened coaches' ability to diagnose and develop teacher practice. Coaching in the moment has helped teachers to better understand their data. A key challenge is accelerating the development of first-year coaches.

2.5 Teacher Credentialing

Rocketship Public Schools has significantly expanded educator development pathways through strengthened university partnerships, increasing access to degree, intern, and residency programs. Through partnerships with Reach University and Rivet School, 10 staff members have earned bachelor's degrees and 15 are currently enrolled, creating a pipeline into credential programs and teaching roles. Rocketship currently supports over 75 educators across credentialing pathways, including Multiple Subject, Education Specialist, and PK–3 programs through Reach University, San José State University, Santa Clara County, and Loyola Marymount University. For the 2025–2026 school year, this includes 44 participants in the Reach Intern Program, 18 enrolled at SJSU (with 15 additional projected), 1 participant in the PK–3 pathway, and 5 residents in LMU's program. The Credentialing & Compliance Team partners closely with universities to streamline program implementation, allowing educators to focus on instructional practice and student outcomes. This expansion reflects significant growth from prior years when Reach was the sole partner. Looking ahead, Rocketship aims to enroll over 50 staff members in intern programs for the 2026–2027 school year.

2.6 Culturally Responsive Pedagogy: The school successfully implemented the Kimochis SEL curriculum in TK–2. The next step is refining a stronger SEL approach for grades 3–5 in 2026–2027.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 High Quality, Research-based Curriculum budgeted expenditures \$ 43,808 and estimated actuals \$ 37,811 difference was due to Core curriculum expenses being lower than budgeted.

Action 2.4 Instructional Coaching budgeted expenditures \$ 224,248 and estimated actuals \$ 194,930 difference was due to Instructional coaching being primarily conducted by Assistant Principals. This school had fewer AP's on staff this year vs. budget, resulting in lower instructional coaching expenses.

Action 2.5 Teacher Credentialing budgeted expenditures \$ 8,845 and estimated actuals \$ 14,956 difference was due to more credentialing support needed for teachers than initially expected, and higher than anticipated costs from external partnership with Reach University.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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

Action 2.1 has been modified to describe the Rocketship approach as grounded in the “Science of Reading” instead of “Balanced Literacy.” Additionally, language was modified to indicate that the school will be in the second year of CKLA implementation and is adding Tools of the Mind to support our youngest students in the development of self-regulation skills.

Action 2.5 has been modified to describe the expanded opportunities available for teachers and staff to progress towards earning a teaching credential.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RFZ curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RFZ operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RFZ utilizes an approach grounded in the Science of Reading for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 26-27, we will be refining our approach to CK Integrated for grades 3-5, CKLA Knowledge for K-2 in the second year of implementation to pair with CKLA Skills which has already been in place. We will also be elevating our early childhood education approach by adopting Tools of the Mind to support young students develop self-regulation skills such as focusing attention, persisting at a challenging task, learning how to learn, and managing emotions.		No

2.2	Professional Development	Professional Development is a critical component of the RFZ program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RFZ hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RFZ has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RFZ will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.		Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.		Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RFZ teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.		Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We continue to strengthen our Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two-year route to earning their Preliminary Credential. We have also launched a new program partnership with San Jose University to support our Education Specialist. Ever expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their bachelor's degree in liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 26-27 school year.		No
2.6	Culturally Responsive Pedagogy	RFZ is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	\$0	No

Goal 3

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Local Control and Accountability Plan

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard <i>iAuditor Internal Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
3.2	% of students feel safe on campus (As measured by student survey) <i>Data Source: Internal Survey</i>	80% Data Year: 2023-24	76% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-4 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) <i>Data Source: Annual Parent Survey</i>	90% Data Year: 2023-24	92% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	+2 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing & Development, additional training provided for operations specialists at the start of the year led to improved implementation of recess protocols, ultimately enhancing student engagement and joy. In 3.2 Facilities Maintenance, training operations staff on space-management systems has streamlined teacher access to materials and resulted in higher internal scores for physical space utilization. In 3.3 Safety Training, it has been difficult for the BOMs to

conduct the weekly safety walkthroughs, where they check all security systems on campus at random times to ensure they are being implemented as planned. Additional attention is being placed on conducting these safety walkthroughs each week to ensure regularity.

Regarding 3.4 School-wide Operational Systems & Routines, high student support needs earlier this year led to less frequent one-on-one meetings between the Business Operations Manager (BOM) and Operations Specialists. Schedules have since been adjusted to ensure all specialists receive their planned support moving forward. Survey feedback indicates that 90% of BOMs are very satisfied or satisfied with the monthly professional development provided. Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1 Operations Staffing & Development budgeted expenditures \$ 568,270 and estimated actuals \$ 701,467 difference was due to additional operations support being needed, and hourly rates being higher than planned

Action 3.3 Safety Training budgeted expenditures \$ 14,077 and estimated actuals \$ 12,300 difference was due to cost of safety materials being lower than expected and Business Operations Manager (BOM) compensation costs being lower than planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 76% and % of families feel campus is safe: 92%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

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

There are no planned changes.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.		Yes
3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.		No

3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.		No
3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.		No

Goal 4

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) <i>Data Source: Internal Survey</i>	79% Data Year: 2023-24	79% Data Year: 2024-25		75% Data Year: 2026-27	Maintained Data Year: 2025-26
4.2	Suspension rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.3	Expulsion rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs <i>Data Source: SIS Schedule Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned.

Implementation of **4.1 Enrichment** has been challenging this year due to staffing shortages, but using tutors to support implementation has been helpful. Dance class at RFZ is always a success with students really enjoying the entire experience.

In **4.2 Outdoor Education and Community Experiences**, we held successful science camp trips for grades 4 and 5, as indicated by positive student and family feedback. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events.

Through the **4.4 Care Corps** action, the schools are providing support to thousands of families across the network. Our Care Closet provides free clothing to 50-100 families each month and our food distribution program serves 800 families each month. Vision to Learn is screening and testing all students and those that require additional care get free glasses and/or a referral to a specialist and support throughout that process from our Care Corps Coordinators.

Additionally, 225 families graduated from Rocketship Parent University, and we added a new set of sessions this fall with the same topics but added more mental health, parenting, grieving, and financial literacy workshops. We also partnered with a technology high school in Palo Alto who donated 25 Mac laptops to our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1 Enrichment budgeted expenditures \$ 194,340 and estimated actuals \$ 165,414 difference was due to fewer enrichment center coordinators due to shifts in staffing.

4.2 Outdoor Education and Community Experiences budgeted expenditures \$ 56,349 and estimated actuals \$ 75,591 difference was due to Science camp expenses being higher than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (79%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. Students shared that they love the dance class offering. The Care Corps action was effective as evidenced by 84% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%).

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

Action 4.2 has been modified to better describe the current camp programs.

Action 4.4 service offerings have been modified in response to feedback from families regarding their needs. The Care Corps program now devotes the majority of their efforts to combatting chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	Enrichment is a critical component of a students’ education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.		Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students’ learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to connect the learning to the curriculum back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experiences are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for a 4 day overnight trip of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.		Yes

4.3	Social Emotional Learning	At Rocketship Fuerza Community Prep we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our 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. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Fuerza Community Prep core values: respect, responsibility, persistence, empathy, and ganas. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage 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 of time 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 particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. 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. Our 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.		No

		We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. 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.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: Food Distribution: We service 800 families every month across San Jose and East Bay. Care Closet: Free clothing families can access either at food distribution sites or on campus Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). Health Screenings: Conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. Partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. Chronic Absenteeism Support and Family Engagement Our Coordinators now partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases. In addition, Coordinators provide direct support to families through: ● Family needs assessments and referrals to community resources and services		No

		• Home visits and wellness checks • Engagement in attendance recognition and celebration events on campus • Planning and co- facilitating community attendance workshops. • Supporting and leading the implementation of the RPS Attendance Escalation Protocols to strengthen and build strong family partnerships and increase student learning time.		

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement (see Action 5.1 below for how the school promotes participation of parents of unduplicated pupils and pupils with exceptional needs) and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met.

Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

5.1	Average Daily Attendance <i>Data Source: SIS Attendance Reports</i>	93.4% Data Year: 2023-24 (as of 3/29/24)	92.7% Data Year: 2024-25 (as of 4/4/25)	94.3% Data Year: 2025-26 (as of 4/28/26)	94% Data Year: 2026-27	+ .9 Data Year: 2025-26
5.2	Chronic Absenteeism rate for all students and all significant subgroups <i>Data Source: SIS Attendance Reports</i>	All Students: 21.7% English Learners: 21.2% Low Income: 22.1% Students with Disabilities: 23.7% Homeless: 17.1% Asian: 10.7% Hispanic/Latinx: 22.7% White: 37.5% Data Year: 2023-24 (as of 3/29/24)	All Students: 29.0% English Learners: 27.1% Low Income: 29.6% Students with Disabilities: 28.8% Homeless: 43.8% Asian: 10.2% Hispanic/Latinx: 31.6% White: n<10 Black: n<10 Data Year: 2024-25 (as of 4/4/25)	All Students: 16.7% Data Year: 2025-26 (as of 4/28/26)	All Students: 20% Data Year: 2026-27	-5 Data Year: 2025-26
5.3	% of parents are involved (% parents on track to complete participation hours) <i>Data Source: Internal HelpCounter Data</i>	98% Data Year 2023-24 (As of 5/3/24)	85% Data Year 2024-25 (As of 4/4/25)	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26

5.4	% Home visits completed <i>Data Source: Internal Data</i>	98% Data Year 2023-24	99% Data Year 2024-25 (As of 4/4/25)	Data Year: 2025-26	95% Data Year 2026-27	Data Year: 2025-26
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) <i>Data Source: Annual Parent Survey</i>	83% Data Year 2023-24	89% Data Year 2024-25	94% Data Year: 2025-26	90% Data Year 2026-27	+11 Data Year: 2025-26
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) <i>Data Source: Annual Parent Survey</i>	83% Data Year: 2023-24	84% Data Year 2024-25	Data Year: 2025-26	85% Data Year 2026-27	Data Year: 2025-26
5.7	Portion of parents with input into decision making (Parent survey participation rate) <i>Data Source: Annual Parent Survey</i>	100% Data Year: 2023-24	100% Data Year 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned.

In **5.1 Family Engagement**, RFZ provided families with a calendar of school events at the beginning of the school year and as a result, there has been increased attendance at school events because families had added it to their calendars well in advance. The school also has a large number of parent volunteers, and it has been helpful to have projects prepped in advance for parents to work on when they come to the school or for them to take home and work on at their leisure.

In **5.3 School-Family Partnership** and **5.4 Los Dichos**, each of our 13 California schools now host a Family Literacy Night at a local library. This shift is inspired by the success of last year’s event with Rocketship Redwood City Prep—featuring a storytime, interactive activities, the Five Finger Rule reading strategy, and community tables. We even enrolled five new students by the end of the night! Parent survey feedback indicates that parents were very satisfied with this event, especially those families who are not often able to attend the Los Dichos events that occur during school hours.

The partnerships with the majority of libraries have been amazing with overall very strong communication and support with providing space and book giveaways for students.

There is a need to strengthen School-Family Partnerships by providing more regular communication with families about student progress using the reports provided by the various assessment systems.

In **5.5 Attendance Initiatives**, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Over the past year, our work has shifted from a traditional case management model—supporting 15–20 individual cases each quarter—to a focused, systemic approach targeting Chronic Absenteeism.

Our Coordinators now partner with 40–50 families per site, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining Chronic Absenteeism rates low while supporting ADA increases.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.5 Attendance Initiatives budgeted expenditures \$ 16,758 and estimated actuals \$ 20,063 difference was due to higher personnel costs than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (85%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (99%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (94%). Parents also shared that the events calendar shared at the beginning of the year was helpful.

They love our use of Parentsquare plus physical papers/stickers. 5.6 Attendance Initiatives was effective Average Daily Attendance (94%), by Chronic Absenteeism rate for all students and all significant subgroups (17% overall).

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

In 5.5 Attendance Initiatives, the action description has been updated to provide more detail on our program to address chronic absenteeism. We have moved away from 9 weeks of case managing 15 families to now doing outreach and support to all chronically absent families.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We have designed our family engagement model <i>with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs.</i> To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Academic Partnership Meetings: We hold Academic Partnership meetings (such as Literacy Night) to increase awareness and provide skill-building opportunities for families to partner with the school to positively impact academic student outcomes. Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Movie Nights, or Middle School Expo. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.		Yes

		Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		
5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families 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: School Site Council (SSC) and English Learner Advisory Committee (ELAC): These committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	\$0	No
5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the launch of our Coordination of Services Team (COST), schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		No

5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinators to ensure the program's implementation at each school. The Los Dichos Program Manager and Rocketship Coordinators meet monthly to review and discuss lesson plans and activities before going into the classroom.		No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I: Everyone has access to: • School health screenings for vision, dental and hearing. • Immunization Clinics • Rocketship Parent University courses like ESL, parenting, digital literacy workshops, etc Tier II: • Self referral ICARE Form • Proactive outreach to MKV families & conduct needs assessments • Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) • Supporting school with community attendance meetings (SART- School Attendance Review Team) • Attendance Family Workshops • Support with school wide attendance recognitions and cultural celebrations Tier III:Chronic Absenteeism Support and Family Engagement Our Coordinators partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
%	0%	\$0	%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2025 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at orange level for ELA and Math (ELA EL -46.7, SED -36.5; Math EL -41, SED -37.6). We had red level performance in 2025 on the English Learner Progress Indicator, with 23.7% of students making progress towards English language proficiency. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	1.1 CAASPP ELA, 1.2 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2025, our Socioeconomically disadvantaged students had a 0.2% suspension rate and English Learners had a 0.3% suspension rate. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of students feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,283,178.12	\$ 3,702,844.46

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	\$ 585,092	\$ 628,647
1	2	Special Education Supports	No	\$ 358,876	\$ 646,248
1	3	Services to Support Multilingual Students	No	\$ 63,118	\$ 58,870
1	4	Rocketship Reads	Yes	\$ 113,452	\$ 119,159
2	1	High quality, research-based curriculum	No	\$ 43,808	\$ 37,811
2	2	Professional Development	Yes	\$ 240,971	\$ 247,775
2	3	Data Driven Instructional Practices	Yes	\$ 72,963	\$ 69,439
2	4	Instructional Coaching	Yes	\$ 224,248	\$ 194,930
2	5	Teacher Credentialing	No	\$ 8,845	\$ 14,956
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Operations Staffing & Development	Yes	\$ 568,270	\$ 701,467
3	2	Facilities Maintenance	No	\$ 231,242	\$ 217,710
3	3	Safety Training	No	\$ 14,077	\$ 12,300
3	4	School-wide Operational Systems & Routines	No	\$ -	\$ -
4	1	Enrichment	Yes	\$ 194,340	\$ 165,414
4	2	Outdoor Education and Community Experiences	Yes	\$ 56,349	\$ 75,591
4	3	Social Emotional Learning	Yes	\$ 174,213	\$ 167,800
4	4	Care Corps	No	\$ 121,207	\$ 124,018
5	1	Family Engagement	Yes	\$ 113,992	\$ 119,623
5	2	Family Advocacy and Leadership	No	\$ -	\$ -
5	3	School-Family Partnership	No	\$ 54,192	\$ 54,312
5	4	Los Dichos	No	\$ 27,163	\$ 26,713
5	5	Attendance Initiatives	No	\$ 16,758	\$ 20,063

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,972,918	\$ 1,911,673	\$ 2,133,201	\$ (221,528)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	\$ 327,087	\$ 439,803.58	0.000%	0.000%
1	4	Rocketship Reads	Yes	\$ 113,452	\$ 119,159.11	0.000%	0.000%
2	2	Professional Development	Yes	\$ 240,971	\$ 247,775.31	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	\$ 72,963	\$ 69,438.80	0.000%	0.000%
2	4	Instructional Coaching	Yes	\$ 224,248	\$ 194,929.65	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	\$ 568,270	\$ 701,467.42	0.000%	0.000%
4	1	Enrichment	Yes	\$ 194,340	\$ 165,413.54	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	\$ 56,349	\$ 75,590.85	0.000%	0.000%
4	3	Social Emotional Learning	Yes	\$ -		0.000%	0.000%
5	1	Family Engagement	Yes	\$ 113,992	\$ 119,622.95	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,752,982	\$ 1,972,918	0.000%	34.294%	\$ 2,133,201	0.000%	37.080%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

Local Control and Accountability Plan Instructions

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
Enter the metric number.
Metric
Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
- Enter the baseline when completing the LCAP for 2024–25. - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - Indicate the school year to which the baseline data applies. - The baseline data must remain unchanged throughout the three-year LCAP. - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

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Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

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Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it 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.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Local Control and Accountability Plan

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

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

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Los Sueños opened in August 2010, the third Rocketship campus to open in San Jose. The campus serves approximately 309 TK-5 students. Approximately 84% of the students are socioeconomically disadvantaged, 24% are homeless, 60% are English learners, 93% are Hispanic/Latinx and 5% are Asian. Additionally, 14% of students qualify for special education services.

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

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

All Rocketship campuses share four core values -- respect, responsibility, empathy and persistence — and develop a fifth core value as a community. At RLS this fifth core value is community. At Rocketship Los Suenos, our students and their families are committed to making healthy choices for their bodies and minds. We supplement our students' learning by exposing them to concepts of food system sustainability, various forms of physical exercise, growing plants, and visiting the nearby community garden.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Los Sueños which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA

Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

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

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

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2025 Dashboard Reflections

RLS has identified success with 13 points of growth in **Mathematics** (Green, +4.1) and 15 points of growth in **English Language Arts** (Yellow, -23). We will build on these successes by implementing action 1.1 Personalized Learning.

RLS has identified a success in **Suspension** rate overall (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

RLS has identified a success in **English Learner Progress** (Green, 45.1%). We will continue to implement action 1.3 Services to Support Multilingual Students to ensure continued progress.

Chronic Absenteeism (Red, 27%) is a continuing area of need, increasing in 2025-26 for all students and for all numerically significant subgroups except English Learners. To address this trend, Actions 4.4 (Care Corps) and 5.5 (Attendance Initiatives) will be further strengthened. The Care Corps Coordinator continues to meet with families on a regular basis to provide targeted support, while the principal conducts weekly check-ins with families to monitor student progress and attendance. In addition, schoolwide initiatives—such as attendance competitions between cohorts—are being implemented to promote engagement and improve overall attendance rates.

Learning Recovery Emergency Block Grant (LREBG)

RLS has \$36,051 in unexpended LREBG funds for the 2026-27 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The RLS needs assessment substantiated findings from the 2025 Dashboard related to student academic needs in English Language Arts and Mathematics for the students with disabilities subgroup.

RLS students need tailored supports to remove barriers to success.

Although RLS runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by providing additional staffing to reduce teacher:student ratios. Metrics 1.1 and 1.2 CAASPP ELA and Math: % Met or Exceeded Standard for students with disabilities will be used to monitor the effectiveness of this action.

Targeted Support and Achievement

In the 2025-26 school year, our school was identified for Targeted Support and Improvement (TSI) based on the data from the 2025 California School Dashboard, showing Homeless students in the lowest status level for the Chronic Absenteeism indicator. Actions 4.4 Care Corps and 5.5 Attendance Initiatives include evidence-based strategies to address this need.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Rocketship Los Sueños Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Los Sueños Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Los Sueños Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RLS based on the CA School Dashboard for 2025 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 10/28/25, 12/1/25, 4/21/26. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. 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 27, 2026. The LCAP was adopted on June 11, 2026.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos held on the first Wednesday of every month, community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 2026).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (10/7/25) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (Winter 2025).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Action 1.3 was modified based on teacher and administrator feedback that the ELPAC Interim Assessment should be discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction in place of it.

Action 1.4 Special Education Supports: Input was gathered during IEP meetings, parent conferences, and School Site Council and English Learner Advisory Committee (SSC/ELAC) meetings throughout the school year. Families and staff emphasized the importance of increased access to specialized services, improved communication between home and school, and expanded mental health supports. This input will guide continued investment in staffing, improved scheduling of services, and enhanced family communication systems moving forward.

Goal Analysis for Action 2.2 includes teacher feedback: Their feedback indicates they would like differentiated opportunities provided by the network and more insight into how decisions are made at both the network and school level. They would also like know how their feedback is used in the decision-making process.

Goal Analysis for Action 3.3 includes student feedback: RLS students recently completed a Wellness survey that indicated overall RLS students enjoy coming to school, but a few students feel bullied. As a result, the school has launched a Kindness Initiative to focus on being kind to one another.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 33.3% English Learners: 18.6% Low Income: 31.5% Students with Disabilities: 4.8% Asian: 56.3% Hispanic/Latinx: 30.7% Data Year: 2022-23	All Students: 34.9% English Learners: 19.4% Low Income: 33.6% Students with Disabilities: 0.0% Asian: 66.7% Hispanic/Latinx: 32.7% Data Year: 2023-24	All Students: 40.4% English Learners: 24.1% Low Income: 39.5% Students with Disabilities: 9.4% Hispanic/Latinx: 37.3% Data Year: 2024-25	40% Data Year: 2025-26	All Students: +7.1 English Learners: +5.5 Low Income: +8 Students with Disabilities: +4.6 Hispanic/Latinx: +6.6 Data Year: 2024-25

1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 41.1% English Learners: 23.5% Low Income: 39.0% Students with Disabilities: 9.5% Asian: 75.0 % Hispanic/Latinx: 36.7% Data Year: 2022-23	All Students: 43.0% English Learners: 29.8% Low Income: 43.1% Students with Disabilities: 5.9% Asian: 75.0% Hispanic/Latinx: 41.0% Data Year: 2023-24	All Students: 54.4% English Learners: 41.3% Low Income: 52.3% Students with Disabilities: 25.0% Hispanic/Latinx: 51.6% Data Year: 2024-25	48% Data Year: 2025-26	All Students: +13.3 English Learners: +17.8 Low Income: +13.3 Students with Disabilities: +15.5 Asian: n/a Hispanic/Latinx: +14.9 Data Year: 2024-25
1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 13.8% Low Income: 15.4% Hispanic/Latinx: 14.8% Data Year: 2022-23	All Students: 10.3% Low Income: 7.7% Hispanic/Latinx: 7.4% Data Year: 2023-24	All Students: 25.0% Low Income: 23.5% Hispanic/Latinx: 22.7% Data Year: 2024-25	15% Data Year: 2025-26	All Students: +11.2 Low Income: +8.1 Hispanic/Latinx: +7.9 Data Year: 2024-25
1.4	Avg Growth Years for Reading on NWEA (K-2) <i>Data Source: NWEA MAP</i>	1.04 Years Data Year: 2022-23	1.17 Years Data Year: 2023-24		1.2 Years Data Year: 2026-27	+ .13 Data Year: 2023-24
1.5	Avg Growth Years for Math on NWEA (K-2) <i>Data Source: NWEA MAP</i>	1.15 Years Data Year: 2023-24	1.18 Years Data Year: 2023-24		1.2 Years Data Year: 2026-27	+ .03 Data Year: 2023-24

1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) <i>Data Source: CA Dashboard</i>	2022-23: 63%	2023-24: 42.9%	45.1% Data Year: 2024-25	48% Data Year: 2025-26	-17.9 Data Year: 2024-25
1.7	EL Reclassification Rate <i>Data Source: SIS Demographics</i>	4.9% Data Year: 2023-24 (as of 3/29/24)	8.1% Data Year: 2024-25 (as of 4/4/25)		10% Data Year: 2026-27	+3.2 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- All Goal 1 actions were implemented as planned, with the exception of Action 1.3 (Services to Support Multilingual Learners), where adjustments were made.
- 1.1 Personalized Learning**
Small group instruction improved, resulting in more students receiving instruction at their appropriate level with targeted support to advance. Progress monitoring systems were strengthened using multiple measures to better inform instruction. A key challenge was addressing a wide range of student needs within classrooms. Variability in student levels made it difficult to consistently group students and deploy staff strategically.
- 1.2 Special Education Supports**
Additional assessments and expanded services improved timely identification of student needs and allowed for more targeted interventions. Increased collaboration among staff strengthened implementation of the inclusion model. Students showed improved access to grade-level curriculum, and use of assistive technology increased to support learning and independence.
- 1.3 Services to Support Multilingual Learners**

The ELPAC Interim Assessment was discontinued due to time demands, limited instructional usefulness of the data, and the overall assessment burden on students.

In its place, an English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction. Teachers used the tool biweekly to identify focus skills and inform grouping for Designated ELD (DELD). Implementation improved clarity around high-quality ELD instruction and supported the identification of students and skills for re-teaching. Over 80% of newcomer students receiving targeted support demonstrated growth on post-assessments. As a first-year implementation, challenges included inconsistent data collection, limited clarity on the rubric, and varying teacher capacity to use the tool effectively. Despite these challenges, available data was used to guide instruction and inform ongoing improvements.

To strengthen DELD implementation, a structured bell schedule was established so that DELD occurs simultaneously across all classes. This has allowed for more strategic grouping of students and has made it easier to identify schoolwide trends through regular walkthroughs. In addition, a Multilingual Learner (ML) Lead teacher supports the refinement of DELD plans and helps ensure instruction is responsive to student needs.

1.4 Rocketship Reads

The campaign to promote reading has been successfully implemented, including the establishment of leveled classroom libraries to ensure all students have access to appropriate books. “Drop Everything and Read” (DEAR) time will begin in April to further build a schoolwide culture of reading. Students are also recognized for being “caught reading” during Launch and other times throughout the day, with their efforts publicly celebrated to reinforce positive reading habits. A challenge has been varying levels of implementation, as veteran teachers have been more able to fully support and integrate the campaign compared to newer teachers, who are juggling implementation of many program components.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 Special Education Supports budgeted expenditures \$ 217,751 and estimated actuals \$ 364,106 difference was due to the increased need for special education contracted staff due to open roles and higher than anticipated special education support needs. Contracted staff are more expensive than hiring internal staff.

Action 1.3 Services to Support Multilingual Learners budgeted expenditures \$ 43,981 and estimated actuals \$ 37,002 difference was due to the ELL software and multi-lingual support staff compensation costs being lower than expected.

Action 1.4 Rocketship Reads budgeted expenditures \$ 55,309 and estimated actuals \$ 68,929 difference was due to fluctuations in personnel costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning and 1.5 Rocketship Reads actions have been highly effective overall, as evidenced by increased scores on the CAASPP ELA, Math, and Science assessments. Additionally, NWEA K-2 results indicate....

Our tier 2 supports during Learning Lab are showing effectiveness with 53% of students provided Tier 2 support by a tutor Tier 2 during Learning Lab time meeting their Dibels Reading growth target for Fall to Winter. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address.

1.2 Special Education Supports were highly effective in making progress toward the goal. RLS demonstrated strong gains in CAASPP outcomes for Students with Disabilities, including notable year-over-year improvement in math and ELA. The consistent implementation of inclusive practices, strategic staffing, and targeted supports resulted in increased access to grade-level curriculum and measurable academic growth.

Action 1.3 Services to Support Multilingual Students was somewhat effective. In 2025, we had 45% of students making progress in the English Learner Progress Indicator. In 2025-26, we had a reclassification rate of %. Data showing the full impact of this year’s LCAP goals and initiatives will be available in the summer.

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

Action 1.1 was modified from a “more than 1:1 student to Chromebook ratio” to “maintain a 1:1 student to Chromebook ratio”. Also, the description was modified to include what will be added to the action in 2026-27.

Action 1.2 was modified to include plans for 2026-27.

Action 1.3 was modified to remove the ELPAC interim and add the ELD progress monitoring tool (as discussed in the first prompt).

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RLS's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.		Yes
1.2	Special Education Supports (LREBG)	Although RLS runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.		No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.		No
1.4	Rocketship Reads	Rocketship Los Suenos will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity. For our emerging readers, we focus on Tier Two reading intervention and Guided Reading to build strong reading fluency and comprehension. For our more advanced readers, this includes engaging them in novel study and book clubs to build transferability and further conceptual understanding of genres. We will focus on developing students' growth mindsets and celebrating student growth.		Yes

Goal 2

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home <i>Data Source: Williams' Textbook Sufficiency Report</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.2	Number/% of total and EL teachers credentialed & properly assigned <i>Data Source: Internal Staffing Data Tracker</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	Maintained Data Year: 2025-26	Maintained Data Year: 2024-25
2.3	% of adopted standards including ELD standards implemented <i>Data Source: Observations and Coaching Logs</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned.

2.1 High-Quality, Research-Based Curriculum: CKLA Integrated and Knowledge was successfully adopted across campuses, with aligned unit launches and bi-weekly coaching cycles supporting implementation. Key challenges included differentiating instruction for below-grade-level readers while maintaining access to grade-level content, as well as the learning curve associated with a new curriculum. Initial differentiation resources have been developed and will continue to be refined.

2.2 Professional Development: Expanding new educator orientation into a three-day experience strengthened alignment and collaboration. The primary challenge was differentiating support for new and returning teachers implementing the same curriculum, which will be refined moving forward. This is particularly relevant for RLS teachers, many of whom are experienced teachers. Their feedback indicates they would like differentiated opportunities provided by the network and more insight into how decisions are made at both the network and school level. They would also like know how their feedback is used in the decision-making process.

2.3 Data-Driven Instructional Practices: Progress monitoring for English Learners and adoption of Amira improved efficiency and data use. The main area for growth is building teacher capacity to analyze data and take effective instructional action.

2.4 Instructional Coaching: New coaching tools strengthened coaches' ability to diagnose and develop teacher practice. This year there have been consistent coaching meetings with teachers to review their student data. A key challenge is accelerating the development of first-year coaches.

2.5 Teacher Credentialing

Rocketship Public Schools has significantly expanded educator development pathways through strengthened university partnerships, increasing access to degree, intern, and residency programs. Through partnerships with Reach University and Rivet School, 10 staff members have earned bachelor's degrees and 15 are currently enrolled, creating a pipeline into credential programs and teaching roles. Rocketship currently supports over 75 educators across credentialing pathways, including Multiple Subject, Education Specialist, and PK–3 programs through Reach University, San José State University, Santa Clara County, and Loyola Marymount University. For the 2025–2026 school year, this includes 44 participants in the Reach Intern Program, 18 enrolled at SJSU (with 15 additional projected), 1 participant in the PK–3 pathway, and 5 residents in LMU's program. The Credentialing & Compliance Team partners closely with universities to streamline program implementation, allowing educators to focus on instructional practice and student outcomes. This expansion reflects significant growth from prior years when Reach was the sole partner. Looking ahead, Rocketship aims to enroll over 50 staff members in intern programs for the 2026–2027 school year. At RLS, teacher retention continues to be high with many teachers remaining at the school for more than seven years.

2.6 Culturally Responsive Pedagogy: The school successfully implemented the Kimochis SEL curriculum in TK–2. The next step is refining a stronger SEL approach for grades 3–5 in 2026–2027.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 High Quality, Research-based Curriculum budgeted expenditures \$ 27,227 and estimated actuals \$ 20,998 difference was due to Core curriculum expenses being lower than budgeted.

Action 2.2 Professional Development budgeted expenditures \$ 161,404 and estimated actuals \$ 193,769 difference was due to having a larger number of staff members than budgeted resulting in slightly higher professional development expenses.

Action 2.4 Instructional Coaching budgeted expenditures \$ 160,347 and estimated actuals \$ 224,356 difference was due to instructional coaching being primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses.

Action 2.5 Teacher Credentialing budgeted expenditures \$ 5,497 and estimated actuals \$ 9,629 difference was due to more credentialing support needed for teachers than initially expected, and higher than anticipated costs from external partnership with Reach University.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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

Action 2.1 has been modified to describe the Rocketship approach as grounded in the “Science of Reading” instead of “Balanced Literacy.” Additionally, language was modified to indicate that the school will be in the second year of CKLA implementation and is adding Tools of the Mind to support our youngest students in the development of self-regulation skills.

Action 2.5 has been modified to describe the expanded opportunities available for teachers and staff to progress towards earning a teaching credential.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RLS curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RLS operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RLS utilizes an approach grounded in the Science of Reading for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 26-27, we will be refining our approach to CK Integrated for grades 3-5, CKLA Knowledge for K-2 in the second year of implementation to pair with CKLA Skills which has already been in place. We will also be elevating our early childhood education approach by adopting Tools of the Mind to support young students develop self-regulation skills such as focusing attention, persisting at a challenging task, learning how to learn, and managing emotions.		No

2.2	Professional Development	Professional Development is a critical component of the RLS program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RLS hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RLS has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RLS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.		Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.		Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RLS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.		No

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We continue to strengthen our Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two-year route to earning their Preliminary Credential. We have also launched a new program partnership with San Jose University to support our Education Specialist. Ever expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their bachelor's degree in liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 26-27 school year.		No
2.6	Culturally Responsive Pedagogy	RLS is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	\$0	No

Goal 3

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard <i>iAuditor Internal Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
3.2	% of students feel safe on campus (As measured by student survey) <i>Data Source: Internal Survey</i>	84% Data Year: 2023-24	79% Data Year: 2024-25		75% Data Year: 2026-27	-5 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) <i>Data Source: Annual Parent Survey</i>	90% Data Year: 2023-24	94% Data Year: 2024-25		85% Data Year: 2026-27	+4 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing & Development, additional training provided for operations specialists at the start of the year led to improved implementation of recess protocols, ultimately enhancing student engagement and joy. In 3.2 Facilities Maintenance, training operations staff on space-management systems has streamlined teacher access to materials and resulted in higher internal scores for physical space utilization. In 3.3 Safety Training, it has been difficult for the BOMs to

conduct the weekly safety walkthroughs, where they check all security systems on campus at random times to ensure they are being implemented as planned. Additional attention is being placed on conducting these safety walkthroughs each week to ensure regularity.

Regarding 3.4 School-wide Operational Systems & Routines, high student support needs earlier this year led to less frequent one-on-one meetings between the Business Operations Manager (BOM) and Operations Specialists. Schedules have since been adjusted to ensure all specialists receive their planned support moving forward. Survey feedback indicates that 90% of BOMs are very satisfied or satisfied with the monthly professional development provided. Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.3 Safety Training budgeted expenditures \$ 12,318 and estimated actuals \$ 14,132 difference was due to cost of safety materials being higher than expected and Business Operations Manager (BOM) compensation costs being higher than planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 79% and % of families feel campus is safe: 94%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.		Yes
3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.		No

3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.		No
3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No

Goal 4

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) <i>Data Source: Internal Survey</i>	83% Data Year: 2023-24	83% Data Year: 2024-25		75% Data Year: 2026-27	-4 Data Year: 2025-26
4.2	Suspension rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	All Students: 0% Data Year: 2023-24 (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.3	Expulsion rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs <i>Data Source: SIS Schedule Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned.

In **4.1 Enrichment**, the school implemented a new virtual reality coding enrichment for upper grade students led by the STEAM teacher. Students from the school have been invited to Google Demo Day to present their projects at the Google Sunnyvale offices. The school has been able to provide dedicated spaces for Physical Education, Art, and Science which helps support efficient planning and implementation. Even when it rains, there is an indoor space available for physical activity.

In **4.2 Outdoor Education and Community Experiences**, we held successful science camp trips for grades 4 and 5, as indicated by positive student and family feedback. RLS teachers are provided with a budget for field trips and tools to support appropriate trip budgeting and planning. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events.

4.3 Social Emotional Learning is being implemented successfully with the assistant principal adjusting the SEL lesson plans provided by the network to ensure they align with RLS core values. In March, the focus was on Empathy and how we show kindness to one another to support anti-bullying initiatives. Each month, there is a clear focus to the SEL lessons that align to our values. RLS students recently completed a Wellness survey that indicated overall RLS students enjoy coming to school, but a few students feel bullied. As a result, the school has launched a Kindness Initiative to focus on being kind to one another. When necessary, the school finds restorative conversations amongst students to be successful at resolving differences or hurt feelings.

Through the **4.4 Care Corps** action, the schools are providing support to thousands of families across the network. Our Care Closet provides free clothing to 50-100 families each month and our food distribution program serves 800 families each month. Vision to Learn is screening and testing all students and those that require additional care get free glasses and/or a referral to a specialist and support throughout that process from our Care Corps Coordinators.

Additionally, 225 families graduated from Rocketship Parent University, and we added a new set of sessions this fall with the same topics but added more mental health, parenting, grieving, and financial literacy workshops. We also partnered with a technology high school in Palo Alto who donated 25 Mac laptops to our families.

At RLS, the Care Corps team has successfully communicated with families to provide specific supports and organized community events to communicate about the different resources in the community and connect families with these resources.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1 Enrichment budgeted expenditures \$ 129,560 and estimated actuals \$ 78,437 difference was due to fewer enrichment center coordinators due to shifts in staffing.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (83%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 87% of parents who report feeling connected (As measured by parent survey question, "My Rocketship school has a strong

and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate—100%).

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

Action 4.2 has been modified to better describe the current camp programs.

Action 4.4 service offerings have been modified in response to feedback from families regarding their needs. The Care Corps program now devotes the majority of their efforts to combatting chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	Enrichment is a critical component of a students’ education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.		Yes

4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to connect the learning to the curriculum back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experiences are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for a 4 day overnight trip of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.		Yes

4.3	Social Emotional Learning	At Rocketship Los Sueños we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our 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. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Los Sueños core values: respect, responsibility, persistence, empathy, and leadership. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage 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 of time 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 particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. 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. Our 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.		No

		We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. 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.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: Food Distribution: We service 800 families every month across San Jose and East Bay. Care Closet: Free clothing families can access either at food distribution sites or on campus Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). Health Screenings: Conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. Partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. Chronic Absenteeism Support and Family Engagement Our Coordinators now partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases. In addition, Coordinators provide direct support to families through: • Family needs assessments and referrals to community resources and services		No

		• Home visits and wellness checks • Engagement in attendance recognition and celebration events on campus • Planning and co- facilitating community attendance workshops. • Supporting and leading the implementation of the RPS Attendance Escalation Protocols to strengthen and build strong family partnerships and increase student learning time.		

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement (see Action 5.1 below for how the school promotes participation of parents of unduplicated pupils and pupils with exceptional needs) and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met.

Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

5.1	Average Daily Attendance <i>Data Source: SIS Attendance Reports</i>	93.2% Data Year: 2023-24 (as of 3/29/24)	92.7% Data Year: 2024-25 (as of 4/4/25)	94.2% Data Year: 2025-26 (as of 4/28/26)	94% Data Year: 2026-27	+ 1 Data Year: 2025-26
5.2	Chronic Absenteeism rate for all students and all significant subgroups <i>Data Source: SIS Attendance Reports</i>	All Students: 26.1% English Learners: 27.8% Low Income: 25.7% Students with Disabilities: 16.4 % Homeless: 34.5% Asian: 0.0% Hispanic/Latinx: 27.2% Data Year: 2023-24	All Students: 24.2% English Learners: 25.1% Low Income: 24.1% Students with Disabilities: 14.6% Homeless: 38.1% Asian: 0.0% Hispanic/Latinx: 25.4% Black: n<10 White: n<10 Data Year: 2024-25	All Students: 14.6% Data Year: 2025-26 (as of 4/28/26)	All Students: 20% Data Year: 2026-27	-11.5 Data Year: 2025-26
5.3	% of parents are involved (% parents on track to complete participation hours) <i>Data Source: Internal HelpCounter Data</i>	98% Data Year 2023-24 (As of 5/3/24)	75% Data Year 2024-25 (As of 4/4/25)	Data Year: 2025-26	80% Data Year 2026-27	Data Year: 2025-26
5.4	% Home visits completed <i>Data Source: Internal Data</i>	98% Data Year 2023-24	88% Data Year 2024-25 (As of 4/4/25)	Data Year: 2025-26	95% Data Year 2026-27	Data Year: 2025-26

5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) <i>Data Source: Annual Parent Survey</i>	89% Data Year 2023-24	94% Data Year 2024-25	92% Data Year: 2025-26	90% Data Year 2026-27	+3 Data Year: 2025-26
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) <i>Data Source: Annual Parent Survey</i>	87% Data Year: 2023-24	87% Data Year 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26
5.7	Portion of parents with input into decision making (Parent survey participation rate) <i>Data Source: Annual Parent Survey</i>	92% Data Year: 2023-24	100% Data Year 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned.

In **5.3 School-Family Partnership** and **5.4 Los Dichos**, each of our 13 California schools now host a Family Literacy Night at a local library. This shift is inspired by the success of last year's event with Rocketship Redwood City Prep—featuring a storytime, interactive activities, the Five Finger Rule reading strategy, and community tables. Parent survey feedback indicates that parents were very satisfied with this event, especially those families who are not often able to attend the Los Dichos events that occur during school hours. RLS made it a priority to increase family participation in the Los Dichos events this year and used multiple methods of communication to accomplish this, including teachers calling parents to sign them up for each event. 2026 Parent survey data indicates that parents would still like to see increased participation, so these increased efforts will continue.

The partnerships with the majority of libraries have been amazing with overall very strong communication and support with providing space and book giveaways for students.

There is a need to strengthen School-Family Partnerships by providing more regular communication with families about student progress using the reports provided by the various assessment systems.

In **5.5 Attendance Initiatives**, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Over the past year, our work has shifted from a traditional case management model—supporting 15–20 individual cases each quarter—to a focused, systemic approach targeting Chronic Absenteeism.

Our Coordinators now partner with 40–50 families per site, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining Chronic Absenteeism rates low while supporting ADA increases.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.3 School-Family Partnership budgeted expenditures \$ 54,192 and estimated actuals \$ 15,064 difference was due to lower personnel costs than originally budgeted.

Action 5.5 Attendance Initiatives budgeted expenditures \$ 16,758 and estimated actuals \$ 6,774 difference was due to lower personnel costs than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (75%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (88%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (94%). 5.6 Attendance Initiatives was effective Average Daily Attendance (93%), by Chronic Absenteeism rate for all students and all significant subgroups (24% overall).

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

Local Control and Accountability Plan

In 5.5 Attendance Initiatives, the action description has been updated to provide more detail on our program to address chronic absenteeism. We have moved away from 9 weeks of case managing 15 families to now doing outreach and support to all chronically absent families.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We have designed our family engagement model <i>with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs.</i> To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Academic Partnership Meetings: We hold Academic Partnership meetings (such as Literacy Night) to increase awareness and provide skill-building opportunities for families to partner with the school to positively impact academic student outcomes. Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Movie Nights, or Middle School Expo. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.		Yes

		Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		
5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families 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: School Site Council (SSC) and English Learner Advisory Committee (ELAC): These committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.		No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the launch of our Coordination of Services Team (COST), schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinators to ensure the program's implementation at each school. The Los Dichos Program Manager and Rocketship Coordinators meet monthly to review and discuss lesson plans and activities before going into the classroom.		No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I: Everyone has access to: • School health screenings for vision, dental and hearing. • Immunization Clinics • Rocketship Parent University courses like ESL, parenting, digital literacy workshops, etc Tier II: • Self referral ICARE Form • Proactive outreach to MKV families & conduct needs assessments • Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) • Supporting school with community attendance meetings (SART- School Attendance Review Team) • Attendance Family Workshops • Support with school wide attendance recognitions and cultural celebrations Tier III:Chronic Absenteeism Support and Family Engagement Our Coordinators partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
%	0%	\$0	%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2025 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at the yellow level for ELA (EL -33.7, SED -25.3) and at blue level in Math (EL 3.0, SED 5.3). We had green level performance in 2025 on the English Learner Progress Indicator, with 45.1% of students making progress towards English language proficiency. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2025, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of students feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,119,651.17	\$ 2,321,049.34

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	\$ 310,243	\$ 313,352
1	2	Special Education Supports	No	\$ 217,751	\$ 364,106
1	3	Services to Support Multilingual Students	No	\$ 43,981	\$ 37,002
1	4	Rocketship Reads	Yes	\$ 55,309	\$ 68,929
2	1	High quality, research-based curriculum	No	\$ 27,227	\$ 20,998
2	2	Professional Development	Yes	\$ 161,404	\$ 193,769
2	3	Data Driven Instructional Practices	Yes	\$ 47,734	\$ 51,718
2	4	Instructional Coaching	Yes	\$ 160,347	\$ 224,356
2	5	Teacher Credentialing	No	\$ 5,497	\$ 9,629
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Operations Staffing & Development	Yes	\$ 410,970	\$ 453,417
3	2	Facilities Maintenance	No	\$ 160,088	\$ 163,432
3	3	Safety Training	No	\$ 12,318	\$ 14,132
3	4	School-wide Operational Systems & Routines	No	\$ -	\$ -
4	1	Enrichment	Yes	\$ 129,560	\$ 78,437
4	2	Outdoor Education and Community Experiences	Yes	\$ 35,022	\$ 33,051
4	3	Social Emotional Learning	Yes	\$ 102,362	\$ 97,407
4	4	Care Corps	No	\$ 71,218	\$ 71,992
5	1	Family Engagement	Yes	\$ 81,710	\$ 87,978
5	2	Family Advocacy and Leadership	No	\$ -	\$ -
5	3	School-Family Partnership	No	\$ 54,192	\$ 15,064
5	4	Los Dichos	No	\$ 15,960	\$ 15,507
5	5	Attendance Initiatives	No	\$ 16,758	\$ 6,774

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,127,121	\$ 1,330,259	\$ 1,459,427	\$ (129,168)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	\$ 248,203	\$ 267,772.12	0.000%	0.000%
1	4	Rocketship Reads	Yes	\$ 55,309	\$ 68,929.41	0.000%	0.000%
2	2	Professional Development	Yes	\$ 161,404	\$ 193,768.85	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	\$ 47,734	\$ 51,717.63	0.000%	0.000%
2	4	Instructional Coaching	Yes	\$ 160,347	\$ 224,356.14	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	\$ 410,970	\$ 453,416.86	0.000%	0.000%
4	1	Enrichment	Yes	\$ 129,560	\$ 78,437.15	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	\$ 35,022	\$ 33,051.46	0.000%	0.000%
4	3	Social Emotional Learning	Yes	\$ -	\$ -	0.000%	0.000%
5	1	Family Engagement	Yes	\$ 81,710	\$ 87,977.75	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,202,997	\$ 1,127,121	0.000%	35.190%	\$ 1,459,427	0.000%	45.564%	\$0.00 - No Carry	0.00% - No Carry

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

Local Control and Accountability Plan Instructions

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
Enter the metric number.
Metric
Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
- Enter the baseline when completing the LCAP for 2024–25. - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - Indicate the school year to which the baseline data applies. - The baseline data must remain unchanged throughout the three-year LCAP. - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

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Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it 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.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mateo Sheedy	Courtney English, Principal	mateosheedy@rsed.org ; (408) 268-3330

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Mateo Sheedy opened in August 2007 as the first Rocketship campus in San Jose. It opened inside a San Jose church and soon relocated to its permanent campus on Locust Street in downtown San Jose. It currently serves 454 students in grades TK-5. Approximately 81% of the students are socioeconomically disadvantaged, 17% are Homeless Youth, 55% are English learners, 83% are Hispanic/Latinx, and 11% are African American. Additionally, 9% of students qualify for special education services.

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

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

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

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Mateo Sheedy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these

requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

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

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

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2025 Dashboard Reflections

Both English Language Arts (-11.1 points) and Mathematics (-4.2 points) achievement decreased from the previous year. The school has strengthened implementation of action 1.1 Personalized Learning to address this. However, the percentage of English learners making progress or maintaining at the highest level on the ELPAC increased to 54.2%. The school will continue action 1.3 Services to Support Multilingual Students to ensure maintenance of this high level of progress.

Chronic Absenteeism is a continuing area of need, increasing in 2025-26 for all students and for all numerically significant subgroups except African American students. Actions 4.4 Care Corps and 5.5 Attendance Initiatives will continue to be strengthened to address this need.

The school continues to maintain a very low Suspension rate (Blue, 0.0%) by implementing action 4.3 Social Emotional Learning.

Learning Recovery Emergency Block Grant (LREBG)

RMS has \$43,253 in unexpended LREBG funds for the 2026-27 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The RMS needs assessment substantiated findings from the 2025 Dashboard related to student academic needs in English Language Arts and Mathematics for the students with disabilities subgroup.

RMS students need tailored supports to remove barriers to success.

Although RMS runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by providing additional staffing to reduce teacher:student ratios. Metrics 1.1 and 1.2 CAASPP ELA and Math: % Met or Exceeded Standard for students with disabilities will be used to monitor the effectiveness of this action.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Rocketship Mateo Sheedy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Mateo Sheedy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Mateo Sheedy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RMS based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. 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 27, 2026. The LCAP was adopted on June 11, 2026.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (August 19th, September 16th, December 2nd, January 15th, February 12th, March 5th, April 15th, May 7th, & June 4th 2025), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 2026).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings, monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (Winter 2025).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Action 1.3 was modified based on teacher and administrator feedback that the ELPAC Interim Assessment should be discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction in place of it.

Action 1.4 Special Education Supports: Input was gathered during IEP meetings, parent conferences, and School Site Council and English Learner Advisory Committee (SSC/ELAC) meetings throughout the school year. Families and staff emphasized the importance of increased access to specialized services, improved communication between home and school, and expanded mental health supports. This input will guide continued investment in staffing, improved scheduling of services, and enhanced family communication systems moving forward.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 40.5% English Learners: 18.1% Low Income: 39.3% Students with Disabilities: 9.5% Black or African American: 53.9% Hispanic/Latinx: 36.0% Data Year: 2022-23	All Students: 43.9% English Learners: 25.8% Low Income: 41.8% Students with Disabilities: 16.7% Black or African American: 72.2% Hispanic/Latinx: 38.6% Data Year: 2023-24	All Students: 41.3% English Learners: 23.9% Low Income: 38% Students with Disabilities: 10% Homeless: 17.2% Black or African American: 79% Hispanic/Latinx: 34.9% Data Year: 2024-25	49% Data Year: 2025-26	All Students: +0.8 English Learners: +5.8 Low Income: -1.3 Students with Disabilities: +0.5 Black or African American: +25.1 Hispanic/Latinx: -1.1 Data Year: 2024-25
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 42.6% English Learners: 27.1% Low Income: 39.3% Students with Disabilities: 20.0% Black or African American: 65.4% Hispanic/Latinx: 37.4% Data Year: 2022-23	All Students: 41.8% English Learners: 29.4% Low Income: 39.6% Students with Disabilities: 11.1% Black or African American: 72.2% Hispanic/Latinx: 36.8% Data Year: 2023-24	All Students: 41.8% English Learners: 31.6% Low Income: 40.5% Students with Disabilities: 10% Homeless: 26.7% Black or African American: 68.4% Hispanic/Latinx: 36.7% Data Year: 2024-25	47% Data Year: 2025-26	All Students: -0.8 English Learners: +4.5 Low Income: +1.2 Students with Disabilities: -10 Black or African American: +3 Hispanic/Latinx: -0.7 Data Year: 2024-25

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students:35.8% English Learners: 6.3% Low Income: 32.7% Hispanic/Latinx: 36.4% Data Year: 2022-23	All Students: 21.0% English Learners: 0.0% Low Income: 19.6% Hispanic/Latinx: 19.0% Data Year: 2023-24	All Students: 20.7% English Learners: 5.7% Low Income: 16.7% Hispanic/Latinx: 14.6% Data Year: 2024-25	26% Data Year: 2025-26	All Students: -15.1 English Learners: -0.6 Low Income: -16 Hispanic/Latinx: -18.8 Data Year: 2024-25
1.4	Avg Growth Years for Reading on NWEA (K-2) <i>Data Source: NWEA MAP</i>	1.09 Years Data Year: 2023-24	1.19 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+1 Data Year: 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) <i>Data Source: NWEA MAP</i>	1.14 Years Data Year: 2023-24	1.23 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+9 Data Year: 2024-25
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) <i>Data Source: CA Dashboard</i>	2022-23: 43%	2023-24: 45.9%	54.2% Data Year: 2024-25	51% Data Year: 2025-26	+11.2 Data Year: 2024-25

1.7	EL Reclassification Rate <i>Data Source: SIS Demographics</i>	6.1% Data Year: 2023-24 (as of 3/29/24)	6.4% Data Year: 2024-25 (as of 4/4/25)		8% Data Year: 2026-27	+.3 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned, with the exception of Action 1.3 (Services to Support Multilingual Learners), where adjustments were made.

1.1 Personalized Learning

Small group instruction improved, resulting in more students receiving instruction at their appropriate level with targeted support to advance. Progress monitoring systems were strengthened using multiple measures to better inform instruction.

A key challenge was addressing a wide range of student needs within classrooms. Variability in student levels made it difficult to consistently group students and deploy staff strategically.

1.2 Special Education Supports

Additional assessments and expanded services improved timely identification of student needs and allowed for more targeted interventions. Increased collaboration among staff strengthened implementation of the inclusion model. Students showed improved access to grade-level curriculum, and use of assistive technology increased to support learning and independence.

1.3 Services to Support Multilingual Learners

The ELPAC Interim Assessment was discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction. Teachers used the tool biweekly to identify focus skills and inform grouping for Designated ELD. Implementation improved clarity around high-quality ELD instruction and supported identification of students and skills for re-teaching. Over 80% of newcomer students receiving targeted support demonstrated growth on post-assessments. As a first-year implementation, challenges included inconsistent data collection, limited clarity on the rubric, and varying teacher capacity to use the tool effectively. Despite this, available data was used to guide instruction.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 Special Education Supports budgeted expenditures \$ 330,813 and estimated actuals \$ 624,133 difference was due to the increased need for special education contracted staff due to open roles and higher than anticipated special education support needs. Contracted staff are more expensive than hiring internal staff.

Action 1.3 Services to Support Multilingual Learners budgeted expenditures \$ 58,132 and estimated actuals \$ 48,625 difference was due to the ELL software and multi-lingual support staff compensation costs being lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning and 1.5 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results. On the NWEA K-2, students met the target in Math and approached it in Reading. CASSPP ELA, Math, and Science scores are showing limited growth. Our tier 2 supports during Learning Lab are showing effectiveness with 53% of students provided Tier 2 support by a tutor Tier 2 during Learning Lab time meeting their Dibels Reading growth target for Fall to Winter.

1.2 Special Education Supports actions were somewhat effective in making progress toward the goal. While key supports and inclusive practices were implemented, CAASPP outcomes for Students with Disabilities showed limited or inconsistent growth across content areas. These results suggest a need for stronger alignment of services, more consistent implementation of inclusive practices, and more strategic staffing to better support student progress.

Action 1.3 Services to Support Multilingual Students was somewhat effective. In 2025, we had 54% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 6.4%. Data showing the full impact of this year’s LCAP goals and initiatives will be available in the summer.

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

Action 1.1 was modified from a “more than 1:1 student to Chromebook ratio” to “maintain a 1:1 student to Chromebook ratio”. Also, the description was modified to include what will be added to the action in 2026-27.

Action 1.2 was modified to include plans for 2026-27.

Action 1.3 was modified to remove the ELPAC interim and add the ELD progress monitoring tool (as discussed in the first prompt).

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RMS's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.		Yes

1.2	Special Education Supports	Although RMS runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.		No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.		No

1.4	Rocketship Reads	Rocketship Mateo Sheedy will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity, celebrating reading growth on DIBELS reading assessments, and incorporating reading into social emotional learning. We will engage parents in the reading campaign to make sure that students are able to practice at school and at home.		Yes

Goal 2

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home <i>Data Source: Williams' Textbook Sufficiency Report</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.2	Number/% of total and EL teachers credentialed & properly assigned <i>Data Source: Internal Staffing Data Tracker</i>	100% Data Year: 2022-23 Data Source:	100% Data Year: 2023-24	100% Data Year: 2024-25	Maintained Data Year: 2025-26	Maintained Data Year: 2024-25
2.3	% of adopted standards including ELD standards implemented <i>Data Source: Observations and Coaching Logs</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned.

2.1 High-Quality, Research-Based Curriculum: CKLA Integrated and Knowledge was successfully adopted across campuses, with aligned unit launches and bi-weekly coaching cycles supporting implementation. Key challenges included differentiating instruction for below-grade-level readers while maintaining access to grade-level content, as well as the learning curve associated with a new curriculum. Initial differentiation resources have been developed and will continue to be refined.

2.2 Professional Development: Expanding new educator orientation into a three-day experience strengthened alignment and collaboration. The primary challenge was differentiating support for new and returning teachers implementing the same curriculum, which will be refined moving forward.

2.3 Data-Driven Instructional Practices: Progress monitoring for English Learners and adoption of Amira improved efficiency and data use. The main area for growth is building teacher capacity to analyze data and take effective instructional action.

2.4 Instructional Coaching: New coaching tools strengthened coaches' ability to diagnose and develop teacher practice. Coaching in the moment has helped teachers to better understand their data. A key challenge is accelerating the development of first-year coaches.

2.5 Teacher Credentialing

Rocketship Public Schools has significantly expanded educator development pathways through strengthened university partnerships, increasing access to degree, intern, and residency programs. Through partnerships with Reach University and Rivet School, 10 staff members have earned bachelor's degrees and 15 are currently enrolled, creating a pipeline into credential programs and teaching roles. Rocketship currently supports over 75 educators across credentialing pathways, including Multiple Subject, Education Specialist, and PK–3 programs through Reach University, San José State University, Santa Clara County, and Loyola Marymount University. For the 2025–2026 school year, this includes 44 participants in the Reach Intern Program, 18 enrolled at SJSU (with 15 additional projected), 1 participant in the PK–3 pathway, and 5 residents in LMU's program. The Credentialing & Compliance Team partners closely with universities to streamline program implementation, allowing educators to focus on instructional practice and student outcomes. This expansion reflects significant growth from prior years when Reach was the sole partner. Looking ahead, Rocketship aims to enroll over 50 staff members in intern programs for the 2026–2027 school year.

2.6 Culturally Responsive Pedagogy: The school successfully implemented the Kimochis SEL curriculum in TK–2. The next step is refining a stronger SEL approach for grades 3–5 in 2026–2027.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.2 Professional Development budgeted expenditures \$ 209,966 and estimated actuals \$ 187,661 difference was due to having a smaller number of staff members than budgeted resulting in slightly higher professional development expenses.

Action 2.4 Instructional Coaching budgeted expenditures \$ 224,248 and estimated actuals \$ 118,580 difference was due to instructional coaching being primarily conducted by Assistant Principals. This school had fewer AP's on staff this year vs. budget, resulting in lower instructional coaching expenses.

Action 2.5 Teacher Credentialing budgeted expenditures \$ 8,351 and estimated actuals \$ 11,188 difference was due to more credentialing support needed for teachers than initially expected, and higher than anticipated costs from external partnership with Reach University.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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

Action 2.1 has been modified to describe the Rocketship approach as grounded in the “Science of Reading” instead of “Balanced Literacy.” Additionally, language was modified to indicate that the school will be in the second year of CKLA implementation and is adding Tools of the Mind to support our youngest students in the development of self-regulation skills.

Action 2.5 has been modified to describe the expanded opportunities available for teachers and staff to progress towards earning a teaching credential.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RMS curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RMS operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RMS utilizes an approach grounded in the Science of Reading for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 26-27, we will be refining our approach to CK Integrated for grades 3-5, CKLA Knowledge for K-2 in the second year of implementation to pair with CKLA Skills which has already been in place. We will also be elevating our early childhood education approach by adopting Tools of the Mind to support young students develop self-regulation skills such as focusing attention, persisting at a challenging task, learning how to learn, and managing emotions.		

2.2	Professional Development	Professional Development is a critical component of the RMS program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RMS hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund [School] has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RMS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.		

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.		
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RMS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.		

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We continue to strengthen our Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two-year route to earning their Preliminary Credential. We have also launched a new program partnership with San Jose University to support our Education Specialist. Ever expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their bachelor's degree in liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 26-27 school year.		
2.6	Culturally Responsive Pedagogy	RMS is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	\$0	No

Goal 3

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through

Local Control and Accountability Plan

key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard <i>iAuditor Internal Data</i>	100% Data Year: 2022-23 Data Source:	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
3.2	% of students feel safe on campus (As measured by student survey) <i>Data Source: Internal Survey</i>	79% Data Year: 2023-24	78% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-1 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) <i>Data Source: Annual Parent Survey</i>	93% Data Year: 2023-24	92% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	-1 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing & Development, additional training provided for operations specialists at the start of the year led to improved implementation of recess protocols, ultimately enhancing student engagement and joy. In 3.2 Facilities Maintenance, training operations staff on space-management systems has streamlined teacher access to materials and resulted in higher internal scores for physical space utilization. In 3.3 Safety Training, it has been difficult for the BOMs to conduct the weekly safety walkthroughs, where they check all security systems on campus at random times to ensure they are being implemented as planned. Additional attention is being placed on conducting these safety walkthroughs each week to ensure regularity.

Regarding 3.4 School-wide Operational Systems & Routines, high student support needs earlier this year led to less frequent one-on-one meetings between the Business Operations Manager (BOM) and Operations Specialists. Schedules have since been adjusted to ensure all specialists receive their planned support moving forward. Survey feedback indicates that 90% of BOMs are very satisfied or satisfied with the monthly professional development provided. Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Action 3.1 Operations Staffing & Development budgeted expenditures \$ 439,570 and estimated actuals \$ 353,426 difference was due to less Operations staff being hired due to challenges hiring and retaining staff
- Action 3.2 Facilities Maintenance budgeted expenditures \$ 235,305 and estimated actuals \$ 196,899 difference was due to fewer building repairs being needed, resulting in lower facilities costs.
- Action 3.3 Safety Training budgeted expenditures \$ 15,298 and estimated actuals \$ 9,462 difference was due to cost of safety materials being lower than expected and Business Operations Manager (BOM) compensation costs being lower than planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 78% and % of families feel campus is safe: 92%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

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

There are no planned changes.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.		Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.		No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.		No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No

Goal 4

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) <i>Data Source: Internal Survey</i>	82% Data Year: 2023-24	83% Data Year: 2024-25 (as of 4/4/25)		75% Data Year: 2026-27	-4 Data Year: 2025-26
4.2	Suspension rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.3	Expulsion rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs <i>Data Source: SIS Schedule Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned.

In 4.1 **Enrichment**, the school implemented a new virtual reality coding enrichment for upper grade students led by the STEAM teacher. Students from the school have been invited to Google Demo Day to present their projects at the Google Sunnyvale offices. At times, successful implementation of enrichment has been challenging due to staffing shortages this year.

In 4.2 **Outdoor Education and Community Experiences**, we held successful science camp trips for grades 4 and 5, as indicated by positive student and family feedback. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events.

Through the **4.4 Care Corps** action, the schools are providing support to thousands of families across the network. Our Care Closet provides free clothing to 50-100 families each month and our food distribution program serves 800 families each month. Vision to Learn is screening and testing all students and those that require additional care get free glasses and/or a referral to a specialist and support throughout that process from our Care Corps Coordinators.

Additionally, 225 families graduated from Rocketship Parent University, and we added a new set of sessions this fall with the same topics but added more mental health, parenting, grieving, and financial literacy workshops. We also partnered with a technology high school in Palo Alto who donated 25 Mac laptops to our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.3 Social Emotional Learning budgeted expenditures \$ 155,512 and estimated actuals \$ 132,505 difference was due to Wellness costs being lower than budgeted at this school due to shifts in enrollment vs. budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (83%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 86% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%).

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

Action 4.2 has been modified to better describe the current camp programs.

Action 4.4 service offerings have been modified in response to feedback from families regarding their needs. The Care Corps program now devotes the majority of their efforts to combatting chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	Enrichment is a critical component of a students’ education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.		Yes

4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to connect the learning to the curriculum back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experiences are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for a 4 day overnight trip of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.		Yes

4.3	Social Emotional Learning	At Rocketship Mateo Sheedy we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our 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. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Mateo Sheedy core values: respect, responsibility, persistence, and empathy. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage 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 of time 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 particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. 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.		No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our 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 providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. 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.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: Food Distribution: We service 800 families every month across San Jose and East Bay. Care Closet: Free clothing families can access either at food distribution sites or on campus Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). Health Screenings: Conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. Partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. Chronic Absenteeism Support and Family Engagement Our Coordinators now partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases. In addition, Coordinators provide direct support to families through:	No

		• Family needs assessments and referrals to community resources and services • Home visits and wellness checks • Engagement in attendance recognition and celebration events on campus • Planning and co- facilitating community attendance workshops. • Supporting and leading the implementation of the RPS Attendance Escalation Protocols to strengthen and build strong family partnerships and increase student learning time.		

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement (see Action 5.1 below for how the school promotes participation of parents of unduplicated pupils and pupils with exceptional needs) and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met.

Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

5.1	Average Daily Attendance <i>Data Source: SIS Attendance Reports</i>	93.4% Data Year: 2023-24 (as of 3/29/24)	91.9% Data Year: 2024-25 (as of 4/4/25)	94.7% Data Year: 2025-26 (as of 4/28/26)	94% Data Year: 2026-27	+ 1.3 Data Year: 2025-26
5.2	Chronic Absenteeism rate for all students and all significant subgroups <i>Data Source: SIS Attendance Reports</i>	All Students: 20% English Learners: 20.4% Low Income: 21.2% Students with Disabilities: 16.3% Homeless: 29.2% Asian: 16.7% Black or African American: 9.1% Hispanic/Latinx: 22.1% White: 0.0% Data Year: 2023-24 (as of 3/29/24)	All Students: 28.2% English Learners: 27.8% Low Income: 27.6% Students with Disabilities: 19.1% Homeless: 36.6% Asian: 31.3% Black or African American: 6.3% Hispanic/Latinx: 31.3% White: 8.3% Data Year: 2024-25 (as of 4/4/25)	All Students: 13.1% Data Year: 2025-26 (as of 4/28/26)	All Students: 20% Data Year: 2026-27	-6.9 Data Year: 2025-26

5.3	% of parents are involved (% parents on track to complete participation hours) <i>Data Source: Internal HelpCounter Data</i>	88% Data Year 2023-24 (As of 5/3/24)	52% Data Year: 2024-25 (as of 4/4/25)	Data Year: 2025-26	57% Data Year 2026-27	Data Year: 2025-26
5.4	% Home visits completed <i>Data Source: Internal Data</i>	92% Data Year 2023-24	83% Data Year: 2024-25 (as of 4/4/25)	Data Year: 2025-26	95% Data Year 2026-27	Data Year: 2025-26
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) <i>Data Source: Annual Parent Survey</i>	88% Data Year 2023-24	85% Data Year 2024-25	75% Data Year: 2025-26	90% Data Year 2026-27	-13 Data Year: 2025-26

5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) <i>Data Source: Annual Parent Survey</i>	86% Data Year: 2023-24	76% Data Year 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26
5.7	Portion of parents with input into decision making (Parent survey participation rate) <i>Data Source: Annual Parent Survey</i>	95% Data Year: 2023-24	100% Data Year 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned.

In **5.3 School-Family Partnership** and **5.4 Los Dichos**, each of our 13 California schools now host a Family Literacy Night at a local library. This shift is inspired by the success of last year’s event with Rocketship Redwood City Prep—featuring a storytime, interactive activities, the Five Finger Rule reading strategy, and community tables. We even enrolled five new students by the end of the night! Parent survey feedback indicates that parents were very satisfied with this event, especially those families who are not often able to attend the Los Dichos events that occur during school hours.

The partnerships with the majority of libraries have been amazing with overall very strong communication and support with providing space and book giveaways for students.

There is a need to strengthen School-Family Partnerships by providing more regular communication with families about student progress using the reports provided by the various assessment systems.

In **5.5 Attendance Initiatives**, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Over the past year, our work has shifted from a traditional case management model—supporting 15–20 individual cases each quarter—to a focused, systemic approach targeting Chronic Absenteeism.

Our Coordinators now partner with 40–50 families per site, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining Chronic Absenteeism rates low while supporting ADA increases.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.3 School-Family Partnership budgeted expenditures \$ 54,192 and estimated actuals \$ 36,278 difference was due to lower office personnel costs than originally budgeted.

Action 5.4 Los Dichos budgeted expenditures \$ 24,247 and estimated actuals \$ 21,094 difference was due to lower personnel costs than originally budgeted.

Action 5.5 Attendance Initiatives budgeted expenditures \$ 16,758 and estimated actuals \$ 14,515 difference was due to lower office personnel costs than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were somewhat effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (52%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (83%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (85%). 5.6 Attendance Initiatives was effective Average Daily Attendance (91.9%), by Chronic Absenteeism rate for all students and all significant subgroups (28.2% overall).

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

In 5.5 Attendance Initiatives, the action description has been updated to provide more detail on our program to address chronic absenteeism. We have moved away from 9 weeks of case managing 15 families to now doing outreach and support to all chronically absent families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We have designed our family engagement model <i>with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs.</i> To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Academic Partnership Meetings: We hold Academic Partnership meetings (such as Literacy Night) to increase awareness and provide skill-building opportunities for families to partner with the school to positively impact academic student outcomes. Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Movie Nights, or Middle School Expo. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.		Yes

		Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		
5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families 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: School Site Council (SSC) and English Learner Advisory Committee (ELAC): These committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.		No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the launch of our Coordination of Services Team (COST), schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinators to ensure the program's implementation at each school. The Los Dichos Program Manager and Rocketship Coordinators meet monthly to review and discuss lesson plans and activities before going into the classroom.		No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I: Everyone has access to: • School health screenings for vision, dental and hearing. • Immunization Clinics • Rocketship Parent University courses like ESL, parenting, digital literacy workshops, etc Tier II: • Self referral ICARE Form • Proactive outreach to MKV families & conduct needs assessments • Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) • Supporting school with community attendance meetings (SART- School Attendance Review Team) • Attendance Family Workshops • Support with school wide attendance recognitions and cultural celebrations Tier III:Chronic Absenteeism Support and Family Engagement Our Coordinators partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
%	0%	\$0	%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2025 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find both groups at the orange level for ELA (EI -54.1, SED -45.2)) and Math (EL -42, SED -38.5). We had green level performance in 2025 on the English Learner Progress Indicator, with 54.2% of students making progress towards English language proficiency. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2025, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

Local Control and Accountability Plan

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,952,973.19	\$ 2,853,456.03

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	\$ 595,829	\$ 533,374
1	2	Special Education Supports	No	\$ 330,813	\$ 624,133
1	3	Services to Support Multilingual Students	No	\$ 58,132	\$ 48,625
1	4	Rocketship Reads	Yes	\$ 95,648	\$ 92,594
2	1	High quality, research-based curriculum	No	\$ 35,000	\$ 33,853
2	2	Professional Development	Yes	\$ 209,966	\$ 187,661
2	3	Data Driven Instructional Practices	Yes	\$ 65,290	\$ 69,017
2	4	Instructional Coaching	Yes	\$ 224,248	\$ 118,580
2	5	Teacher Credentialing	No	\$ 8,351	\$ 11,188
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Operations Staffing & Development	Yes	\$ 439,570	\$ 353,426
3	2	Facilities Maintenance	No	\$ 235,305	\$ 196,899
3	3	Safety Training	No	\$ 15,298	\$ 9,462
3	4	School-wide Operational Systems & Routines	No	\$ -	\$ -
4	1	Enrichment	Yes	\$ 129,560	\$ 131,226
4	2	Outdoor Education and Community Experiences	Yes	\$ 53,206	\$ 52,207
4	3	Social Emotional Learning	Yes	\$ 155,512	\$ 132,505
4	4	Care Corps	No	\$ 108,196	\$ 97,932
5	1	Family Engagement	Yes	\$ 97,851	\$ 88,885
5	2	Family Advocacy and Leadership	No	\$ -	\$ -
5	3	School-Family Partnership	No	\$ 54,192	\$ 36,278
5	4	Los Dichos	No	\$ 24,247	\$ 21,094
5	5	Attendance Initiatives	No	\$ 16,758	\$ 14,515

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 734,731	\$ 1,653,163	\$ 1,428,867	\$ 224,296	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	\$ 337,824	\$335,270	0.000%	0.000%
1	4	Rocketship Reads	Yes	\$ 95,648	\$92,594	0.000%	0.000%
2	2	Professional Development	Yes	\$ 209,966	\$187,661	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	\$ 65,290	\$69,017	0.000%	0.000%
2	4	Instructional Coaching	Yes	\$ 224,248	\$118,580	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	\$ 439,570	\$353,426	0.000%	0.000%
4	1	Enrichment	Yes	\$ 129,560	\$131,226	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	\$ 53,206	\$52,207	0.000%	0.000%
4	3	Social Emotional Learning	Yes	\$ -		0.000%	0.000%
5	1	Family Engagement	Yes	\$ 97,851	\$88,885	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,365,622	\$ 734,731	0.000%	16.830%	\$ 1,428,867	0.000%	32.730%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

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- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
Enter the metric number.
Metric
Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
- Enter the baseline when completing the LCAP for 2024–25. - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - Indicate the school year to which the baseline data applies. - The baseline data must remain unchanged throughout the three-year LCAP. - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

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Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it 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.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mosaic Elementary	Taylor Stern, Principal	mosaic@rsed.org ; 408-899-2607

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Mosaic Elementary (ROMO) is one of our most diverse Rocketship schools in California. The school opened its doors in August 2011. It was the fourth school we opened in San Jose and continues to be one of our strongest schools in California. It currently serves 528 students in grades TK-5. Approximately 68% of the students are socioeconomically disadvantaged, 9% are Homeless Youth, 56% are English learners, 45% are Hispanic/Latinx and 49% are Asian. Additionally, 11% of students qualify for special education services.

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

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

All Rocketship campuses share four core values -- respect, responsibility, empathy and persistence — and develop a fifth core value as a community. At ROMO this fifth core value is Global Initiative. Students at Rocketship Mosaic understand the interdependency of our world and the importance of their contribution. Our talented team of educators works collaboratively with our dedicated parent community to ensure every Rocketeer on our campus receives an individualized educational experience tailored to his or her learning needs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Mosaic which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

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

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

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections for Lowest Performing Indicators (required to remain in plan for 3-Year LCAP cycle)

ROMO has identified a need in English Language Arts for the Students with Disabilities group (Red, -96.7). We will address this need by implementing Required Action 1.3 Special Education Supports and 1.1 Personalized Learning.

ROMO has identified a need in Chronic Absenteeism for the Homeless student group (Red, 22.7%). We will address this need by implementing Required Action 5.5 Attendance Initiatives and 4.4 Care Corps.

2025 Dashboard Reflections

The school experienced several key successes last year across academic achievement, student support, and school climate.

Academic performance improved significantly, with English Language Arts increasing by 8 points (Green) and Mathematics increasing by 14 points (Green) for all students and all subgroups in 2024–25. These gains were supported by strong teacher retention in both reading and math, including all returning math teachers, which contributed to instructional consistency. Teachers demonstrated strong content knowledge and effectively personalized learning to meet student needs. All students participated in small-group reading instruction, and those requiring additional support in math received targeted small-group interventions. To sustain this progress, the school will continue implementing Action 1.1: Personalized Learning.

Progress among English Learners also improved, increasing by 9 percentage points (Green), with 65% of English learners making progress or maintaining the highest level on the ELPAC in 2025. This success was driven by intentional Designated ELD (DELD) groupings, which were adjusted based on ELPAC data and aligned to specific language domains (reading, writing, speaking, and listening). Multilingual learner supports were emphasized across all instructional settings, particularly during Integrated ELD. Teachers were also supported in understanding the specific skills students need to demonstrate on the ELPAC. The school will continue this work through Action 1.3: Services to Support Multilingual Students.

Chronic absenteeism decreased by 10 percentage points to 5.8% (Green) on the CA Dashboard, but this data is inaccurate and under review with the California Department of Education. Internal data confirms there was a decrease last year. This improvement is attributed to strong implementation of Care Corps (Action 4.4) and Attendance Initiatives (Action 5.5). The Community Coordinator role was refined to focus specifically on attendance, working closely with families to identify barriers and provide tailored supports such as transportation assistance, employment resources, and housing support.

In addition, the school maintained a 0% suspension rate (Blue), reflecting a strong and consistent implementation of Action 4.3: Social Emotional Learning, and contributing to a positive and supportive school climate.

Learning Recovery Emergency Block Grant (LREBG)

ROMO has \$48,850 in unexpended LREBG funds for the 2026-27 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The ROMO needs assessment substantiated findings from the 2025 Dashboard related to student academic needs in English Language Arts and Mathematics for the students with disabilities subgroup.

ROMO students need tailored supports to remove barriers to success.

Although ROMO runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by providing additional staffing to reduce teacher:student ratios. Metrics 1.1 and 1.2 CAASPP ELA and Math: % Met or Exceeded Standard for students with disabilities will be used to monitor the effectiveness of this action.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Rocketship Mosaic Elementary is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Mosaic Elementary is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Mosaic Elementary is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 ROMO based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 10/14/25, 11/18/25, 1/27/26, 4/21/26. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. 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 27, 2026. The LCAP was adopted on June 11, 2026.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos were offered in Zoom and in person, on the first Wednesday of every month starting on 9/3/25, community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 2026).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (9/9/25) monthly Cafecitos and staff surveys, Data Day and P.D. reflections. ROMO teachers are surveyed weekly and any input received is followed up on, so teachers know their voices are heard.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (Winter 2025).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Action 1.3 was modified based on teacher and administrator feedback that the ELPAC Interim Assessment should be discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction in place of it.

Action 1.4 Special Education Supports: Input was gathered during IEP meetings, parent conferences, and School Site Council and English Learner Advisory Committee (SSC/ELAC) meetings throughout the school year. Families and staff emphasized the importance of increased access to specialized services, improved communication between home and school, and expanded mental health supports. This input will guide continued investment in staffing, improved scheduling of services, and enhanced family communication systems moving forward.

Teacher feedback was incorporated into Goal 2 analysis: Teachers indicated early in the year that they needed more recognition for the work occurring in their classrooms. To address this, leadership started highlighting key practices occurring in individual teacher's classrooms. This not only provides valuable recognition for the teacher, but also serves as a learning opportunity for other teachers.

Feedback was incorporated into Goal 3 analysis: Parent feedback provided through the school survey in October indicated concerns with student safety during arrival time. The SSC analyzed the feedback and suggested solutions to address this feedback. As a result, the school closed a lane in the parking lot during arrival to make drop off safer for students. Additionally, the 5th graders now have the opportunity to serve as part of the Safety Patrol. Identified by bright orange vests, who help students exit the vehicle safely. The 5th graders enjoy the responsibility and it has made the arrival process more efficient.

When reviewing LCAP goals, the SSC suggested modifying the fire drill protocol to evacuate to the location that would be utilized in the case of a real fire, instead of remaining next to the building. As a result, the school is conducting a fire drill in May, where everyone will evacuate to the actual off-site evacuation location.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 54.6% English Learners: 30.7% Low Income: 47.8% Students with Disabilities: 13.9% Asian: 74.8% Hispanic/Latinx: 34.1% Data Year: 2022-23	All Students: 55.7% English Learners: 33.6% Low Income: 46.9% Students with Disabilities: 5.6% Asian: 73.6% Hispanic/Latinx: 36.5% Data Year: 2023-24	All Students: 60.3% English Learners: 35.4% Low Income: 54.2% Students with Disabilities: 9.4% Homeless: 47.6% Asian: 82.8% Hispanic/Latinx: 41.6% Data Year: 2024-25	61% Data Year: 2025-26	All Students: +5.7 English Learners: +4.7 Low Income: +6.4 Students with Disabilities: -4.5 Asian: +8 Hispanic/Latinx: +7.5 Data Year: 2024-25

1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 60.3% English Learners: 39.4% Low Income: 51.9% Students with Disabilities: 19.4% Asian: 82.9% Hispanic/Latinx: 39.1% Data Year: 2022-23	All Students: 65.1% English Learners: 45.6% Low Income: 55.8% Students with Disabilities: 14.7% Asian: 86.8% Hispanic/Latinx: 42.9% Data Year: 2023-24	All Students: 65.8% English Learners: 47.6% Low Income: 61.2% Students with Disabilities: 28.1% Homeless: 43.5% Asian: 86.1% Hispanic/Latinx: 49.1% Data Year: 2024-25	65% Data Year: 2025-26	All Students: +5.5 English Learners: +8.2 Low Income: +9.3 Students with Disabilities: +8.7 Asian: +3.2 Hispanic/Latinx: +10 Data Year: 2024-25
1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 31.6% English Learners: 0.0% Low Income: 28.1% Hispanic/Latinx: 19.2% Data Year: 2022-23	All Students: 26.7% English Learners: 10.5% Low Income: 12.0% Hispanic/Latinx: 17.7% Data Year: 2023-24	All Students: 20% English Learners: 0% Low Income: 13.0% Students with Disabilities: 0% Hispanic/Latinx: 13.6% Data Year: 2024-25	32% Data Year: 2025-26	All Students: -11.6 English Learners: - Low Income: -15.1 Hispanic/Latinx: -5.6 Data Year: 2024-25
1.4	Avg Growth Years for Reading on NWEA (K-2) <i>Data Source: NWEA MAP</i>	1.29 Years Data Year: 2023-24	1.43 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+ .14 Data Year: 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) <i>Data Source: NWEA MAP</i>	1.45 Years Data Year: 2023-24	1.95 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+ .5 Data Year: 2024-25

1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) <i>Data Source: CA Dashboard</i>	42% Data Year: 2022-23	55.9% Data Year: 2023-24	64.7% Data Year: 2024-25	61% Data Year: 2025-26	+8.8 Data Year: 2024-25
1.7	EL Reclassification Rate <i>Data Source: SIS Demographics</i>	8.5% Data Year: 2023-24 (as of 3/29/24)	9.9% Data Year: 2024-25 (as of 4/4/25)		12% Data Year: 2026-27	+1.4 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned, with the exception of Action 1.3 (Services to Support Multilingual Learners), where adjustments were made.

1.1 Personalized Learning

Small group instruction improved, resulting in more students receiving instruction at their appropriate level with targeted support to advance. Progress monitoring systems were strengthened using multiple measures to better inform instruction.

A key challenge was addressing a wide range of student needs within classrooms. Variability in student levels made it difficult to consistently group students and deploy staff strategically.

1.2 Special Education Supports

Additional assessments and expanded services improved timely identification of student needs and allowed for more targeted interventions. Increased collaboration among staff strengthened implementation of the inclusion model. Students showed improved access to grade-level curriculum, and use of assistive technology increased to support learning and independence. This year, ROMO has had an increase in the number of students qualified for special education services, as well as increased levels of need for those students already identified. This has caused the school to have to rethink schedules and supports to address these needs. As a result, coteaching Humanities has emerged as a

priority and time is being provided for the Humanities and Special Education teacher to coplan how to best deliver Tier 1 instruction to meet all students needs.

1.3 Services to Support Multilingual Learners

The ELPAC Interim Assessment was discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction. Teachers used the tool regularly to identify focus skills and inform grouping for Designated ELD. ROMO DELD groups have remained fluid this year based on ELD PM and ELPAC data and aligned to specific language domains (reading, writing, speaking, and listening). Students who maintained or regressed on the ELPAC last year have been progress monitored more frequently and the results are analyzed by the teachers and instructional coach to determine instructional next steps.

Implementation of the ELD PM tool has improved clarity around high-quality ELD instruction and supported identification of students and skills for re-teaching. Over 80% of newcomer students receiving targeted support demonstrated growth on post-assessments. As a first-year implementation, challenges included inconsistent data collection, limited clarity on the rubric, and varying teacher capacity to use the tool effectively. Despite this, available data was used to guide instruction.

1.4 Rocketship Reads

All students are aware of their reading levels, and this information is discussed with families during three family conferences throughout the year. The school hosted a Family Literacy Night at the library with 151 attendees, successfully building excitement among students and families about using the library. In addition, third-grade students participated in a library field trip to further promote engagement with reading resources. A noted challenge is that some families feel unable to support reading at home due to English being a second language. In response, teachers have encouraged the use of audiobooks and reading in students' native languages to support literacy development. The school is currently on track for students to achieve two years of growth in reading.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 Special Education Supports budgeted expenditures \$ 388,043 and estimated actuals \$ 817,492 difference was due to the increased need for special education contracted staff due to open roles and higher than anticipated special education support needs. Contracted staff are more expensive than hiring internal staff.

Action 1.4 Rocketship Reads budgeted expenditures \$ 111,054 and estimated actuals \$ 140,486 difference was due to more Humanities teachers hired than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions have been effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading, and CAASPP ELA and Math, where we met our overall target in Math and ELA. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address. Our tier 2 supports during Learning Lab are showing effectiveness with 53% of students provided Tier 2 support by a tutor Tier 2 during Learning Lab time meeting their Dibels Reading growth target for Fall to Winter.

These actions are showing less effectiveness with science achievement, as CAASPP Science scores have decreased each year.

1.2 Special Education Supports were highly effective in making progress toward the goal. ROMO demonstrated strong gains in CAASPP outcomes for Students with Disabilities, including notable year-over-year improvement in math and ELA. The consistent implementation of inclusive practices, strategic staffing, and targeted supports resulted in increased access to grade-level curriculum and measurable academic growth.

Action 1.3 Services to Support Multilingual Students was somewhat effective. In 2024-25, we had 65% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 7.9%. Data showing the full impact of this year’s LCAP goals and initiatives will be available in the summer.

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

Action 1.1 was modified from a “more than 1:1 student to Chromebook ratio” to “maintain a 1:1 student to Chromebook ratio”. Also, the description was modified to include what will be added to the action in 2026-27.

Action 1.2 was modified to include plans for 2026-27.

Action 1.3 was modified to remove the ELPAC interim and add the ELD progress monitoring tool (as discussed in the first prompt).

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	ROMO's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.		Yes

1.2	Special Education Supports	Although ROMO runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology. This action will support ELA growth and achievement of our Students with Disabilities by providing supports personalized to their needs.		No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.		No
1.4	Rocketship Reads	Rocketship Mosaic will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity and supporting families to engage with students in reading at home.		Yes

Goal 2

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home <i>Data Source: Williams' Textbook Sufficiency Report</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.2	Number/% of total and EL teachers credentialed & properly assigned <i>Data Source: Internal Staffing Data Tracker</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	Maintained Data Year: 2025-26	Maintained Data Year: 2024-25
2.3	% of adopted standards including ELD standards implemented <i>Data Source: Observations and Coaching Logs</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned.

2.1 High-Quality, Research-Based Curriculum: CKLA Integrated and Knowledge was successfully adopted across campuses, with aligned unit launches and bi-weekly coaching cycles supporting implementation. Consistent use of the CKLA curriculum across all grade levels has strengthened alignment and coherence in instruction schoolwide. Key challenges included differentiating instruction for below-grade-level readers while maintaining access to grade-level content, as well as the learning curve associated with a new curriculum. Initial differentiation resources have been developed and will continue to be refined.

2.2 Professional Development: Expanding new educator orientation into a three-day experience strengthened alignment and collaboration. Professional development has been ongoing and structured, including summer training, weekly sessions, and dedicated data days focused on effective implementation of the new curriculum. Additionally, the leadership team meets weekly with teachers to analyze data and student work, providing targeted coaching around providing students actionable feedback both during the lesson and afterwards. Teachers are also working on establishing clear criteria for success, ensuring that students understand what is required to successfully complete tasks.

Teachers indicated early in the year that they needed more recognition for the work occurring in their classrooms. To address this, leadership started highlighting key practices occurring in individual teacher's classrooms. This not only provides valuable recognition for the teacher, but also serves as a learning opportunity for other teachers.

2.3 Data-Driven Instructional Practices: Progress monitoring for English Learners and adoption of Amira improved efficiency and data use. The main area for growth is building teacher capacity to analyze data and take effective instructional action.

2.4 Instructional Coaching: New coaching tools strengthened coaches' ability to diagnose and develop teacher practice. Coaching in the moment has helped teachers to better understand their data. A key challenge is accelerating the development of first-year coaches.

2.5 Teacher Credentialing

Rocketship Public Schools has significantly expanded educator development pathways through strengthened university partnerships, increasing access to degree, intern, and residency programs. Through partnerships with Reach University and Rivet School, 10 staff members have earned bachelor's degrees and 15 are currently enrolled, creating a pipeline into credential programs and teaching roles. Rocketship currently supports over 75 educators across credentialing pathways, including Multiple Subject, Education Specialist, and PK–3 programs through Reach University, San José State University, Santa Clara County, and Loyola Marymount University. For the 2025–2026 school year, this includes 44 participants in the Reach Intern Program, 18 enrolled at SJSU (with 15 additional projected), 1 participant in the PK–3 pathway, and 5 residents in LMU's program. The Credentialing & Compliance Team partners closely with universities to streamline program implementation, allowing educators to focus on instructional practice and student outcomes. This expansion reflects significant growth from prior years when Reach was the sole partner. Looking ahead, Rocketship aims to enroll over 50 staff members in intern programs for the 2026–2027 school year.

2.6 Culturally Responsive Pedagogy: The school successfully implemented the Kimochis SEL curriculum in TK–2. The next step is refining a stronger SEL approach for grades 3–5 in 2026–2027.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 High Quality, Research-based Curriculum budgeted expenditures \$ 48,521 and estimated actuals \$ 36,709 difference was due to Core curriculum expenses being lower than budgeted.

Action 2.2 Professional Development budgeted expenditures \$ 232,310 and estimated actuals \$ 275,630 difference was due to having a larger number of staff members than budgeted resulting in slightly higher professional development expenses

Action 2.4 Instuctional Coaching budgeted expenditures \$ 224,248 and estimated actuals \$ 309,320 difference was due to Instructional coaching being primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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

Action 2.1 has been modified to describe the Rocketship approach as grounded in the “Science of Reading” instead of “Balanced Literacy.” Additionally, language was modified to indicate that the school will be in the second year of CKLA implementation and is adding Tools of the Mind to support our youngest students in the development of self-regulation skills.

Action 2.5 has been modified to describe the expanded opportunities available for teachers and staff to progress towards earning a teaching credential.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The ROMO curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. ROMO operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. ROMO utilizes an approach grounded in the Science of Reading for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 26-27, we will be refining our approach to CK Integrated for grades 3-5, CKLA Knowledge for K-2 in the second year of implementation to pair with CKLA Skills which has already been in place. We will also be elevating our early childhood education approach by adopting Tools of the Mind to support young students develop self-regulation skills such as focusing attention, persisting at a challenging task, learning how to learn, and managing emotions.		No

2.2	Professional Development	Professional Development is a critical component of the ROMO program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, ROMO hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund ROMO has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. ROMO will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.		Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.		Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. ROMO teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.		Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We continue to strengthen our Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two-year route to earning their Preliminary Credential. We have also launched a new program partnership with San Jose University to support our Education Specialist. Ever expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their bachelor's degree in liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 26-27 school year.		No
2.6	Culturally Responsive Pedagogy	ROMO is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	\$0	No

Goal 3

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard <i>iAuditor Internal Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
3.2	% of students feel safe on campus (As measured by student survey) <i>Data Source: Internal Survey</i>	81% Data Year: 2023-24	80% Data Year: 2024-25		75% Data Year: 2026-27	-1 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) <i>Data Source: Annual Parent Survey</i>	83% Data Year: 2023-24	91% Data Year: 2024-25		85% Data Year: 2026-27	+8 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing & Development, additional training provided for operations specialists at the start of the year led to improved implementation of recess protocols, ultimately enhancing student engagement and joy. In 3.2 Facilities Maintenance, training operations staff on space-management systems has streamlined teacher access to materials and resulted in higher internal scores for physical space utilization. In 3.3 Safety Training, it has been difficult for the BOMs to conduct the weekly safety walkthroughs, where they check all security systems on campus at random times to ensure they are being implemented as planned. Additional attention is being placed on conducting these safety walkthroughs each week to ensure regularity.

Regarding 3.4 School-wide Operational Systems & Routines, high student support needs earlier this year led to less frequent one-on-one meetings between the Business Operations Manager (BOM) and Operations Specialists. Schedules have since been adjusted to ensure all specialists receive their planned support moving forward. Survey feedback indicates that 90% of BOMs are very satisfied or satisfied with the monthly professional development provided. Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

Parent feedback provided through the school survey in October indicated concerns with student safety during arrival time. The SSC analyzed the feedback and suggested solutions to address this feedback. As a result, the school closed a lane in the parking lot during arrival to make drop off safer for students. Additionally, the 5th graders now have the opportunity to serve as part of the Safety Patrol. Identified by bright orange vests, who help students exit the vehicle safely. The 5th graders enjoy the responsibility and it has make the arrival process more efficient.

When reviewing LCAP goals, the SSC suggested modifying the fire drill protocol to evacuate to the location that would be utilized in the case of a real fire, instead of remaining next to the building. As a result, the school is conducting a fire drill in May, where everyone will evacuate to the actual off-site evacuation location.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1 Operations Staffing & Development budgeted expenditures \$ 468,170 and estimated actuals \$ 589,281 difference was due to additional Operations staff being needed, and hourly rates higher than planned

Action 3.2 Facilities Maintenance budgeted expenditures \$ 297,689 and estimated actuals \$ 239,043 difference was due to fewer building repairs being needed, resulting in lower facilities costs.

Action 3.3 Safety Training budgeted expenditures \$ 16,807 and estimated actuals \$ 11,947 difference was due to cost of safety materials being lower than expected and Business Operations Manager (BOM) compensation costs being lower than planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100%. The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 80% and % of families feel campus is safe: 91%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

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

There are no planned changes.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families’ daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.		Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.		No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.		No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No

Goal 4

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) <i>Data Source: Internal Survey</i>	78% Data Year: 2023-24	81% Data Year: 2024-25		75% Data Year: 2026-27	-4 Data Year: 2025-26
4.2	Suspension rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.3	Expulsion rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs <i>Data Source: SIS Schedule Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned.

In 4.1 **Enrichment**, the school implemented a new virtual reality coding enrichment for upper grade students led by the STEAM teacher. Students from the school have been invited to Google Demo Day to present their projects at the Google Sunnyvale offices. The school has worked very hard to ensure enrichment classes are truly enriching experiences for students. Students in art are engaged in print making where they use a fruit or vegetable to create specific designs and students in science have studied the life cycle by engaging in hands-on observation of worms.

In 4.2 **Outdoor Education and Community Experiences**, we held successful science camp trips for grades 4 and 5, as indicated by positive student and family feedback. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events.

In **4.3 Social Emotional Learning** students participate in the SEL block every day and the lower grade students love the Kimochis curriculum that utilizes the puppets.

Through the **4.4 Care Corps** action, the schools are providing support to thousands of families across the network. Our Care Closet provides free clothing to 50-100 families each month and our food distribution program serves 800 families each month. Vision to Learn is screening and testing all students and those that require additional care get free glasses and/or a referral to a specialist and support throughout that process from our Care Corps Coordinators.

Additionally, 225 families graduated from Rocketship Parent University, and we added a new set of sessions this fall with the same topics but added more mental health, parenting, grieving, and financial literacy workshops. We also partnered with a technology high school in Palo Alto who donated 25 Mac laptops to our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.2 Outdoor Education and Community Experiences budgeted expenditures \$ 62,411 and estimated actuals \$ 80,797 difference was due to Science camp expenses being higher than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (81%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as

evidenced by 83% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%).

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

Action 4.2 has been modified to better describe the current camp programs.

Action 4.4 service offerings have been modified in response to feedback from families regarding their needs. The Care Corps program now devotes the majority of their efforts to combatting chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	Enrichment is a critical component of a students’ education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.		Yes

4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to connect the learning to the curriculum back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experiences are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for a 4 day overnight trip of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.		Yes

4.3	Social Emotional Learning	At Rocketship Mosaic we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our 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. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Mosaic core values: respect, responsibility, persistence, empathy, and global citizenship. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage 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 of time 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 particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. 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. Our 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.		No

		We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. 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.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: Food Distribution: We service 800 families every month across San Jose and East Bay. Care Closet: Free clothing families can access either at food distribution sites or on campus Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). Health Screenings: Conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. Partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. Chronic Absenteeism Support and Family Engagement Our Coordinators now partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases. In addition, Coordinators provide direct support to families through: ● Family needs assessments and referrals to community resources and services		No

		• Home visits and wellness checks • Engagement in attendance recognition and celebration events on campus • Planning and co- facilitating community attendance workshops. • Supporting and leading the implementation of the RPS Attendance Escalation Protocols to strengthen and build strong family partnerships and increase student learning time.		

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement (see Action 5.1 below for how the school promotes participation of parents of unduplicated pupils and pupils with exceptional needs) and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met.

Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

5.1	Average Daily Attendance <i>Data Source: SIS Attendance Reports</i>	95% Data Year: 2023-24 (as of 3/29/24)	95.6% Data Year: 2024-25 (as of 4/4/25)	96% Data Year: 2025-26 (as of 4/28/26)	94% Data Year: 2026-27	+ 1 Data Year: 2025-26
5.2	Chronic Absenteeism rate for all students and all significant subgroups <i>Data Source: SIS Attendance Reports</i>	All Students: 14.0% English Learners: 13.9% Low Income: 15.7% Students with Disabilities: 15.6% Homeless: 20.0% Asian: 5.7% Black: 50.0% Hispanic/Latinx: 21.0% White: 13.3% Data Year: 2023-24 (as of 3/29/24)	All Students: 10.4% English Learners: 11.6% Low Income: 11.9% Students with Disabilities: 18.8% Homeless: 23.7% Asian: 2.8% Black: 60.0% Hispanic/Latinx: 17.1% White: 9.1% Data Year: 2024-25 (as of 4/4/25)	All Students: 8.1% Data Year: 2025-26 (as of 4/28/26)	All Students: 20% Data Year: 2026-27	-5.9 Data Year: 2025-26

5.3	% of parents are involved (% parents on track to complete participation hours) <i>Data Source: Internal HelpCounter Data</i>	96% Data Year 2023-24 (As of 5/3/24)	81% Data Year: 2024-25 (as of 4/4/25)	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26
5.4	% Home visits completed <i>Data Source: Internal Data</i>	99% Data Year 2023-24	100% Data Year: 2024-25	Data Year: 2025-26	95% Data Year 2026-27	Data Year: 2025-26
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) <i>Data Source: Annual Parent Survey</i>	89% Data Year 2023-24	91% Data Year: 2024-25	91% Data Year: 2025-26	90% Data Year 2026-27	+2 Data Year: 2025-26
5.6	% of parents connected (As measured by parent survey question, "My Rocketship school has a strong and committed community that actively encourages family participation") <i>Data Source: Annual Parent Survey</i>	89% Data Year: 2023-24	83% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26

5.7	Portion of parents with input into decision making (Parent survey participation rate) <i>Data Source: Annual Parent Survey</i>	100% Data Year: 2023-24	100% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned. In **5.3 School-Family Partnership** and **5.4 Los Dichos**, each of our 13 California schools now host a Family Literacy Night at a local library. This shift is inspired by the success of last year’s event with Rocketship Redwood City Prep—featuring a storytime, interactive activities, the Five Finger Rule reading strategy, and community tables. Parent survey feedback indicates that parents were very satisfied with this event, especially the majority of ROMO families who are not often able to attend the Los Dichos events that occur during school hours. ROMO made it a priority to increase family participation in the Los Dichos events this year and used multiple methods of communication to accomplish this, including teachers calling parents to sign them up for each event. 2026 Parent survey data indicates that parents would still like to see increased participation, so these increased efforts will continue.

The partnerships with the majority of libraries have been amazing with overall very strong communication and support with providing space and book giveaways for students.

There is a need to strengthen School-Family Partnerships by providing more regular communication with families about student progress using the reports provided by the various assessment systems.

In **5.5 Attendance Initiatives**, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Over the past year, our work has shifted from a traditional case management model—supporting 15–20 individual cases each quarter—to a focused, systemic approach targeting Chronic Absenteeism.

Our Coordinators now partner with 40–50 families per site, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining Chronic Absenteeism rates low while supporting ADA increases.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.1 Family Engagement budgeted expenditures \$ 108,612 and estimated actuals \$ 125,909 difference was due to teachers and APs being involved in family engagement. Higher teacher compensation costs resulted in higher family engagement costs.

Action 5.3 School-Family Partnership budgeted expenditures \$ 54,192 and estimated actuals \$ 65,866 difference was due to higher office personnel costs than originally budgeted.

Action 5.5 Attendance Initiatives budgeted expenditures \$ 16,758 and estimated actuals \$ 23,459 difference was due to higher office personnel costs than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (81%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (100%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (91%). 5.6 Attendance Initiatives was effective Average Daily Attendance (96%), by Chronic Absenteeism rate for all students and all significant subgroups (10% overall).

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

In 5.5 Attendance Initiatives, the action description has been updated to provide more detail on our program to address chronic absenteeism. We have moved away from 9 weeks of case managing 15 families to now doing outreach and support to all chronically absent families.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We have designed our family engagement model <i>with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs.</i> To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Academic Partnership Meetings: We hold Academic Partnership meetings (such as Literacy Night) to increase awareness and provide skill-building opportunities for families to partner with the school to positively impact academic student outcomes. Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Movie Nights, or Middle School Expo. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.		Yes

		Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		
5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families 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: School Site Council (SSC) and English Learner Advisory Committee (ELAC): These committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	\$0	No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the launch of our Coordination of Services Team (COST), schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinators to ensure the program's implementation at each school. The Los Dichos Program Manager and Rocketship Coordinators meet monthly to review and discuss lesson plans and activities before going into the classroom.		No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I: Everyone has access to: • School health screenings for vision, dental and hearing. • Immunization Clinics • Rocketship Parent University courses like ESL, parenting, digital literacy workshops, etc Tier II: • Self referral ICARE Form • Proactive outreach to MKV families & conduct needs assessments • Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) • Supporting school with community attendance meetings (SART- School Attendance Review Team) • Attendance Family Workshops • Support with school wide attendance recognitions and cultural celebrations Tier III:Chronic Absenteeism Support and Family Engagement Our Coordinators partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
%	0%	\$0	%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2025 ELA performance of our English Learners and Socioeconomically Disadvantaged students, we find both groups at the Green level (EL +5.8, SED +4) In Math, both groups are at blue level (EL 19.6, SED 20.7) . We had green level performance in 2025 on the English Learner Progress Indicator, with 64.7% of students making progress towards English language proficiency. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2024, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of students feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,374,388.48	\$ 4,109,569.23

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	\$ 666,122	\$ 724,519
1	2	Special Education Supports	No	\$ 388,043	\$ 817,492
1	3	Services to Support Multilingual Students	No	\$ 63,828	\$ 59,539
1	4	Rocketship Reads	Yes	\$ 111,054	\$ 140,486
2	1	High quality, research-based curriculum	No	\$ 48,521	\$ 36,709
2	2	Professional Development	Yes	\$ 232,310	\$ 275,630
2	3	Data Driven Instructional Practices	Yes	\$ 73,717	\$ 73,583
2	4	Instructional Coaching	Yes	\$ 224,248	\$ 309,320
2	5	Teacher Credentialing	No	\$ 9,796	\$ -
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Operations Staffing & Development	Yes	\$ 468,170	\$ 589,281
3	2	Facilities Maintenance	No	\$ 297,689	\$ 239,043
3	3	Safety Training	No	\$ 16,807	\$ 11,947
3	4	School-wide Operational Systems & Routines	No	\$ -	\$ -
4	1	Enrichment	Yes	\$ 194,340	\$ 204,730
4	2	Outdoor Education and Community Experiences	Yes	\$ 62,411	\$ 80,797
4	3	Social Emotional Learning	Yes	\$ 182,415	\$ 174,504
4	4	Care Corps	No	\$ 126,914	\$ 128,973
5	1	Family Engagement	Yes	\$ 108,612	\$ 125,909
5	2	Family Advocacy and Leadership	No	\$ -	\$ -
5	3	School-Family Partnership	No	\$ 54,192	\$ 65,866
5	4	Los Dichos	No	\$ 28,442	\$ 27,781
5	5	Attendance Initiatives	No	\$ 16,758	\$ 23,459

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,801,557	\$ 1,906,615	\$ 2,260,159	\$ (353,544)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	\$ 431,753	\$ 460,422.67	0.000%	0.000%
1	4	Rocketship Reads	Yes	\$ 111,054	\$ 140,486.43	0.000%	0.000%
2	2	Professional Development	Yes	\$ 232,310	\$ 275,630.25	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	\$ 73,717	\$ 73,582.57	0.000%	0.000%
2	4	Instructional Coaching	Yes	\$ 224,248	\$ 309,319.97	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	\$ 468,170	\$ 589,281.02	0.000%	0.000%
4	1	Enrichment	Yes	\$ 194,340	\$ 204,730.48	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	\$ 62,411	\$ 80,797.08	0.000%	0.000%
4	3	Social Emotional Learning	Yes	\$ -	\$ -	0.000%	
5	1	Family Engagement	Yes	\$ 108,612	\$ 125,909.02	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,657,037	\$ 1,801,557	0.000%	31.846%	\$ 2,260,159	0.000%	39.953%	\$0.00 - No Carry	0.00% - No Carry

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

Local Control and Accountability Plan Instructions

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
Enter the metric number.
Metric
Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
- Enter the baseline when completing the LCAP for 2024–25. - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - Indicate the school year to which the baseline data applies. - The baseline data must remain unchanged throughout the three-year LCAP. - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Local Control and Accountability Plan Instructions

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it 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.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Rising Stars Academy	Alberto Perez, Principal	Info_rrs@rsed.org ; (408) 677-4879

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Rising Stars (RRS) opened in August 2016. It’s the tenth Rocketship campus to open in San Jose. It serves 621 students in grades TK-4. Approximately 66% of the students are socioeconomically disadvantaged, 10% are Homeless, 40% are English learners, 63% are Hispanic/Latinx and 30% are Asian. Additionally, 8.5% of students qualify for special education services.

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

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

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

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Rising Stars which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers’ proficiency in key content areas, overall and for key

subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

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

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

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections for the Lowest Performing Indicators (required to remain in plan for 3-Year LCAP cycle)

RRS has identified a need in English Learner Progress (Red, 44.2%). We will address this need by implementing Required Action 1.3 Services to Support Multilingual Students.

RRS has identified a need in Chronic Absenteeism for the Students with Disabilities (Red, 31.7%) student group. We will address this need by implementing Required Action 1.2 Special Education Supports. RRS has identified a need in Chronic Absenteeism for the English Learner (Red, 32%) student group. We will address this need by implementing Required Action 5.5 Attendance Initiatives.

2025 Dashboard Reflections

Despite a large gain in English Learner Progress in 2024 (+14 percentage points), in 2025 English Learner Progress decreased 27 percentage points with 41% (Red) of English learners (ELs) making progress or maintaining at the highest level on the ELPAC. The school has continued to refine its implementation of the Services to Support Multilingual Students action (1.3) with a clear focus on strengthening instructional practices and improving outcomes for English Learners. Building on insights from last year's data, the school prioritized Designated ELD in 2nd and 3rd grades, conducting consistent weekly walkthroughs to ensure high-quality instruction. These walkthroughs have supported greater coherence and accountability in ELD delivery across classrooms.

In addition, teachers have engaged in multiple professional development opportunities to strengthen Integrated ELD practices. Training in strategies such as Total Physical Response (TPR), GLAD, and the effective use of anchor charts has enhanced teachers' ability to embed language development within core instruction, making content more accessible while promoting academic language.

EL Progress monitoring indicators suggest that overall implementation is on track. However, recent NWEA data revealed that English Learners did not demonstrate the expected level of growth. In response, the school has strategically pivoted to include additional layers of academic support. A key focus has been on improving the quality and frequency of written feedback in both ELA and math, ensuring that students receive targeted guidance to deepen understanding and accelerate progress.

Additionally, Chronic Absenteeism for Students with Disabilities (Red, 21.6%) continues to indicate an area of need. The Chronic Absenteeism rate overall and for all subgroups except Students with Disabilities decreased in 2024-25. To address this need, we will continue implementation of Action 1.2 Special Education Supports in conjunction with Actions 4.4 Care Corps and 5.5 Attendance Initiatives. Students with Disabilities are automatically assigned for CareCorps support in order to prevent chronic absenteeism at the beginning of the year. This year the Care Corps workload shifted to focus primarily on preventing chronic absenteeism by providing families additional services, initiating more home visits, and lowering the thresholds for mandatory meetings. Current year data indicates these efforts are resulting in decreased chronic absenteeism. However, there is still some difficulty with students with moderate to severe disabilities who become ill frequently.

The school continues to demonstrate strong academic outcomes, with notable gains in English Language Arts (+18.4, Green) and Mathematics (+43.4, Blue). These results reflect a sustained focus on strengthening core instruction and will serve as a foundation for further growth through the implementation of Action 1.1: Personalized Learning.

In English Language Arts, the school's recent shift to a more traditional curriculum has provided clearer structures for students to engage with texts. This approach, combined with increased staff stability compared to previous years, has contributed to improved outcomes.

In Mathematics, success has been driven by strong and consistent instructional practices, particularly in the upper grades. Stability in teaching—such as a consistent 4th grade teacher—has supported coherence in instruction and student progress. Additionally, the Assistant Principal has taken an active role in managing upper-grade STEM at the beginning of the year, intentionally targeting skills that have historically been challenging. By previewing and frontloading these concepts, students enter instruction better prepared and more confident.

Across both content areas, the school is working to balance structured, formulaic approaches with intentional personalization. Teachers are supporting students in building meaning while also adapting instruction to meet individual learning needs.

Additionally, the school has maintained a 0% suspension rate (Blue) through consistent implementation of action 4.3 Social Emotional Learning.

Learning Recovery Emergency Block Grant (LREBG)

RRS has \$53,607 in unexpended LREBG funds for the 2026-27 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The RRS needs assessment substantiated findings from the 2025 Dashboard related to student academic needs in English Language Arts and Mathematics for the students with disabilities subgroup.

RRS students need tailored supports to remove barriers to success.

Although RRS runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by providing additional staffing to reduce teacher:student ratios. Metrics 1.1 and 1.2 CAASPP ELA and Math: % Met or Exceeded Standard for students with disabilities will be used to monitor the effectiveness of this action.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Rocketship Rising Stars Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Rising Stars Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Local Control and Accountability Plan

Rocketship Rising Stars Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 [School] based on the CA School Dashboard for 2025 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 11/4/24, 1/28/25, with two more scheduled for spring of 2025. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings (12/17/24, 2/12/25, 5/5/25). Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. 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 28, 2025. The LCAP was adopted on June 11, 2025.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (9/4/24, 10/9/24 2/5/25, 3/11/25, 4/16/25, 5/14/25), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 2026).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (11/15/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (Winter 2025).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Action 1.3 was modified based on teacher and administrator feedback that the ELPAC Interim Assessment should be discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction in place of it.

Action 1.4 Special Education Supports: Input was gathered during IEP meetings, parent conferences, and School Site Council and English Learner Advisory Committee (SSC/ELAC) meetings throughout the school year. Families and staff emphasized the importance of increased access to specialized services, improved communication between home and school, and expanded mental health supports. This input will guide continued investment in staffing, improved scheduling of services, and enhanced family communication systems moving forward.

Goal 3 Analysis: Parents, Teachers, and Staff appreciate the enhanced sense of safety provided by use of the new security system.

Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

Goal 4 Analysis: Families and Teachers appreciate knowing that if a family is in need, the school will be able to support them with services.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 64.5% English Learners: 44.9% Low Income: 62.7% Students with Disabilities: 28.6% Asian: 92.3% Hispanic/Latinx: 52.8% Data Year: 2022-23	All Students: 59% English Learners: 28.8% Low Income: 57.4% Students with Disabilities: 10.5% Asian: 86.4% Hispanic/Latinx: 46.9% Data Year: 2023-24	All Students: 55.9% English Learners: 27.4% Low Income: 56.3% Students with Disabilities: 27.3% Homeless: 50% Asian: 72.9% Hispanic/Latinx: 48.4% Data Year: 2024-25	70% Data Year: 2025-26	All Students: -8.6 English Learners: -17.5 Low Income: -6.4 Students with Disabilities: -1.3 Asian: -19.4 Hispanic/Latinx: -3.8 Data Year: 2024-25
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 65.4% English Learners: 39.4% Low Income: 65.1% Students with Disabilities: 7.1% Asian: 92.4% Hispanic/Latinx: 52.4% Data Year: 2022-23	All Students: 63.9% English Learners: 41.8% Low Income: 62.3% Students with Disabilities: 10.5% Asian: 92.4% Hispanic/Latinx: 51.9% Data Year: 2023-24	All Students: 68.8% English Learners: 46.8% Low Income: 68.3% Students with Disabilities: 31.8% Homeless: 54.6% Asian: 90% Hispanic/Latinx: 59.9% Data Year: 2024-25	70% Data Year: 2025-26	All Students: +3.4 English Learners: +7.4 Low Income: +3.2 Students with Disabilities: +24.7 Asian: -2.4 Hispanic/Latinx: +7.5 Data Year: 2024-25

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	N/A	N/A	N/A	31% Data Year: 2025-26	n/a
1.4	Avg Growth Years for Reading on NWEA (K-2) <i>Data Source: NWEA MAP</i>	1.08 Years Data Year: 2023-24	1.09 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+01 Data Year: 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) <i>Data Source: NWEA MAP</i>	1.15 Years Data Year: 2023-24	1.19 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+04 Data Year: 2024-25
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) <i>Data Source: CA Dashboard</i>	44% Data Year: 2022-23	67.9% Data Year: 2023-24	40.8% Data Year: 2024-25	73% Data Year: 2025-26	-27.1 Data Year: 2024-25
1.7	EL Reclassification Rate <i>Data Source: SIS Demographics</i>	11.4% Data Year: 2023-24 (as of 3/29/24)	15.2% Data Year: 2024-25 (as of 4/4/25)		17% Data Year: 2026-27	+3.8 Data Year 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned, except for in Action 1.3 Services to Support Multilingual Students, the ELPAC Interim Assessment was not administered as planned. Instead, the school began using an English Language Development Progress Monitoring (ELD PM) Tool that is used by teachers to monitor student progress during instruction. The ELD PM supports teacher development on understanding the language continuum and the observable indicators of developing language skills. Teachers progress monitor students every two weeks and use the data to identify focus skills and student groupings for Designated ELD instruction.

Successes and Challenges:

In Action 1.1, Personalized Learning, small group instruction has been strengthened this year to ensure all students receive targeted practice at their appropriate instructional level, along with explicit instruction to support progression to the next level. The use of a consistent curriculum across grade levels has allowed staff to refine and align effective instructional practices to better meet individual student needs. This has also supported greater clarity around which components of the curriculum can be implemented independently by students and which are most effective when delivered through small group instruction.

In 1.2, Special Education Supports, additional assessments and expanded services improved timely identification of student needs and allowed for more targeted interventions. Increased collaboration among staff strengthened implementation of the inclusion model. Students showed improved access to grade-level curriculum, and use of assistive technology increased to support learning and independence.

The school has continued to refine its implementation of the Services to Support Multilingual Students action (1.3) with a clear focus on strengthening instructional practices and improving outcomes for English Learners. Building on insights from last year's data, the school prioritized Designated ELD in 2nd and 3rd grades, conducting consistent weekly walkthroughs to ensure high-quality instruction. These walkthroughs have supported greater coherence and accountability in ELD delivery across classrooms.

In addition, teachers have engaged in multiple professional development opportunities to strengthen Integrated ELD practices. Training in strategies such as Total Physical Response (TPR), GLAD, and the effective use of anchor charts has enhanced teachers' ability to embed language development within core instruction, making content more accessible while promoting academic language.

The 1.4 Rocketship Reads action has been implemented successfully this year with the addition of a book vending machine. Students all have a bookmark that is stamped when they are "caught" reading. When the bookmark is filled up with stamps, students exchange the bookmark for a token that can be used in the book vending machine. The vending machine is stocked with high interest books for students based on student survey results. It continues to be challenging to help students understand the reading levels of books based on DIBELS (harder to identify reading level compared to F and P, our prior assessment tool).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 Special Education Supports budgeted expenditures \$ 424,334 and estimated actuals \$ 753,023 difference was due to the increased need for special education contracted staff due to open roles and higher than anticipated special education support needs. Contracted staff are more expensive than hiring internal staff.

Action 1.3 Services to Support Multilingual Learners budgeted expenditures \$ 68,731 and estimated actuals \$ 60,795 difference was due to the ELL software and multi-lingual support staff compensation costs being lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning and 1.5 Rocketship Reads actions have been showing limited effectiveness overall, as evidenced by decreased scores on the CAASPP ELA, Math and Science assessments.

NWEA K-2, where we approached our target in Math and Reading.

Our tier 2 supports during Learning Lab are showing effectiveness with 53% of students provided Tier 2 support by a tutor Tier 2 during Learning Lab time meeting their Dibels Reading growth target for Fall to Winter.

1.2 Special Education Supports actions were highly effective in making progress toward the goal. RRS demonstrated strong gains in CAASPP outcomes for Students with Disabilities, including notable year-over-year improvement in math and/or ELA. The consistent implementation of inclusive practices, strategic staffing, and targeted supports resulted in increased access to grade-level curriculum and measurable academic growth.

Action 1.3 Services to Support Multilingual Students, was somewhat effective. Despite a large gain in English Learner Progress in 2024 (+14 percentage points), in 2025 English Learner Progress decreased 27 percentage points with 41% (Red) of English learners (ELs) making progress or maintaining at the highest level on the ELPAC. EL Progress monitoring indicators suggest that overall implementation is on track. However, recent NWEA data revealed that English Learners did not demonstrate the expected level of growth. In response, the school has strategically pivoted to include additional layers of academic support. A key focus has been on improving the quality and frequency of written feedback in both ELA and math, ensuring that students receive targeted guidance to deepen understanding and accelerate progress.

In 2024-25, we had a reclassification rate of 17%.

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

Action 1.1 was modified from a “more than 1:1 student to Chromebook ratio” to “maintain a 1:1 student to Chromebook ratio”. Also, the description was modified to include what will be added to the action in 2026-27.

Action 1.2 was modified to include plans for 2026-27.

Action 1.3 was modified to remove the ELPAC interim and add the ELD progress monitoring tool (as discussed in the first prompt).

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Personalized Learning	RRS's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.		

1.2	Special Education Supports	Although RRS runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology. This action will include supports as needed to ensure regular attendance of our Students with Disabilities .		

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.		

1.4	Rocketship Reads	Rocketship Rising Stars will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving assessment scores, nurturing lifelong learning, and engaging families in reading events. This will include working with our teachers and all staff members on modeling reading as an everyday activity, using culturally responsive texts to inform them and allow them to build connections to the different cultures within the Rising Stars community. Students read books and share about them with their peers. We have special readings students can do aligned to monthly themes, such as Hispanic Heritage, Black History, Women's History, Asian American Pacific Islander Month, and more. We also engage students with reading through a bedtime story series, with teachers and parents reading and posting favorite stories online.		

Goal 2

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home <i>Data Source: Williams' Textbook Sufficiency Report</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.2	Number/% of total and EL teachers credentialed & properly assigned <i>Data Source: Internal Staffing Data Tracker</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	Maintained Data Year: 2025-26	Maintained Data Year: 2024-25
2.3	% of adopted standards including ELD standards implemented <i>Data Source: Observations and Coaching Logs</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned.

2.1 High-Quality, Research-Based Curriculum: CKLA Integrated and Knowledge was successfully adopted across campuses, with aligned unit launches and bi-weekly coaching cycles supporting implementation. Key challenges included differentiating instruction for below-grade-level readers while maintaining access to grade-level content, as well as the learning curve associated with a new curriculum. Initial differentiation resources have been developed and will continue to be refined.

2.2 Professional Development

Expanding new educator orientation into a three-day experience strengthened alignment and collaboration. The school was also intentional in designing the professional development calendar to ensure content was purposeful, non-repetitive, and responsive to teacher needs. A key challenge was differentiating support for both new and returning teachers while implementing the same curriculum, which will be further refined moving forward. Additionally, the school continues to balance network-wide professional development priorities with site-based needs, while remaining mindful of protecting teachers' work-life balance when making additional demands on their time.

2.3 Data-Driven Instructional Practices: Progress monitoring for English Learners and adoption of Amira improved efficiency and data use. The main area for growth is building teacher capacity to analyze data and take effective instructional action. The teachers are currently implementing strong Tier 1 instructional practices and are responsive to feedback about providing specific Tier 2 and 3 supports.

2.4 Instructional Coaching: New coaching tools strengthened coaches' ability to diagnose and develop teacher practice. A key challenge is accelerating the development of first-year coaches.

2.5 Teacher Credentialing

Rocketship Public Schools has significantly expanded educator development pathways through strengthened university partnerships, increasing access to degree, intern, and residency programs. Through partnerships with Reach University and Rivet School, 10 staff members have earned bachelor's degrees and 15 are currently enrolled, creating a pipeline into credential programs and teaching roles. Rocketship currently supports over 75 educators across credentialing pathways, including Multiple Subject, Education Specialist, and PK–3 programs through Reach University, San José State University, Santa Clara County, and Loyola Marymount University. For the 2025–2026 school year, this includes 44 participants in the Reach Intern Program, 18 enrolled at SJSU (with 15 additional projected), 1 participant in the PK–3 pathway, and 5 residents in LMU's program. The Credentialing & Compliance Team partners closely with universities to streamline program implementation, allowing educators to focus on instructional practice and student outcomes. This expansion reflects significant growth from prior years when Reach was the sole partner. Looking ahead, Rocketship aims to enroll over 50 staff members in intern programs for the 2026–2027 school year.

2.5 Culturally Responsive Pedagogy: The school successfully implemented the Kimochis SEL curriculum in TK–2. The next step is refining a stronger SEL approach for grades 3–5 in 2026–2027.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.4 Instructional Coaching budgeted expenditures \$ 224,248 and estimated actuals \$ 335,737 difference was due to instructional coaching being primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses.

Action 2.5 Teacher Credentialing budgeted expenditures \$ 10,712 and estimated actuals \$ 15,274 difference was due to more credentialing support needed for teachers than initially expected, and higher than anticipated costs from external partnership with Reach University.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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

Action 2.1 has been modified to describe the Rocketship approach as grounded in the “Science of Reading” instead of “Balanced Literacy.” Additionally, language was modified to indicate that the school will be in the second year of CKLA implementation and is adding Tools of the Mind to support our youngest students in the development of self-regulation skills.

Action 2.5 has been modified to describe the expanded opportunities available for teachers and staff to progress towards earning a teaching credential.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RRS curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RRS operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RRS utilizes an approach grounded in the Science of Reading for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 26-27, we will be refining our approach to CK Integrated for grades 3-5, CKLA Knowledge for K-2 in the second year of implementation to pair with CKLA Skills which has already been in place. We will also be elevating our early childhood education approach by adopting Tools of the Mind to support young students develop self-regulation skills such as focusing attention, persisting at a challenging task, learning how to learn, and managing emotions.		No

2.2	Professional Development	Professional Development is a critical component of the RRS program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RRS hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RRS has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RRS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.		Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.		Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RRS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.		Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We continue to strengthen our Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two-year route to earning their Preliminary Credential. We have also launched a new program partnership with San Jose University to support our Education Specialist. Ever expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their bachelor's degree in liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 26-27 school year.		No
2.6	Culturally Responsive Pedagogy	RRS is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	\$0	No

Goal 3

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard <i>iAuditor Internal Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
3.2	% of students feel safe on campus (As measured by student survey) <i>Data Source: Internal Survey</i>	82% Data Year: 2023-24	85% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	+3 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) <i>Data Source: Annual Parent Survey</i>	92% Data Year: 2023-24	94% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	+2 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing & Development, additional training provided for operations specialists at the start of the year led to improved implementation of recess protocols, ultimately enhancing student engagement and joy. The most recent Operations walk-through score was 4.9/5, indicating almost all Operations systems are in place and

functioning well. In 3.2 Facilities Maintenance, training operations staff on space-management systems has streamlined teacher access to materials and resulted in higher internal scores for physical space utilization. The 10 year-old RRS campus is starting to show signs of wear and it can be difficult to make the time for maintenance and repairs in the midst of busy campus schedules.

In 3.3 Safety Training, it has been difficult for the BOMs to conduct the weekly safety walkthroughs, where they check all security systems on campus at random times to ensure they are being implemented as planned. Additional attention is being placed on conducting these safety walkthroughs each week to ensure regularity. RRS installed the Ricotta security system this year which provides cameras around the campus perimeter and controls front door access. This additional layer of security has provided families, teachers, staff, and administrators with peace of mind that the campus is safe.

Regarding 3.4 School-wide Operational Systems & Routines, high student support needs earlier this year led to less frequent one-on-one meetings between the Business Operations Manager (BOM) and Operations Specialists. Schedules have since been adjusted to ensure all specialists receive their planned support moving forward. Survey feedback indicates that 90% of BOMs are very satisfied or satisfied with the monthly professional development provided. Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1 Operations Staffing & Development budgeted expenditures \$ 639,770 and estimated actuals \$ 547,401 difference was due to fewer Operations staff being hired due to challenges hiring and retaining staff.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 85% and % of families feel campus is safe: 94%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.		Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.		No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.		No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No

Goal 4

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) <i>Data Source: Internal Survey</i>	86% Data Year: 2023-24	83% Data Year: 2024-25		75% Data Year: 2026-27	-3 Data Year: 2025-26
4.2	Suspension rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.3	Expulsion rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs <i>Data Source: SIS Schedule Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned.

Successes and Challenges:

In **4.1 Enrichment**, the school implemented a new virtual reality coding enrichment using Hello World CS curriculum for upper grade students led by the STEAM teacher Two students from the school have been invited to Google Demo Day to present their projects at the Google Sunnyvale offices. Also for enrichment, the school also has two athletic coaches that have elevated the PE experience for all students this year. Additionally, the school has a Science teacher providing instruction to all K-4 students and there has been large growth in the NWEA MAP Science assessment results from this addition.

In **4.2 Outdoor Education and Community Experiences**, we held successful science camp trips for grades 4 and 5, as indicated by positive student and family feedback. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events.

In **4.3 Social Emotional Learning** implementation is strong and we see the results with students using the language from their lessons in daily interactions. This is particularly evident during more challenging situations, where students engage in restorative practices to address conflicts and resolve grievances constructively.

Through the **4.4 Care Corps** action, the schools are providing support to thousands of families across the network. Our Care Closet provides free clothing to 50-100 families each month and our food distribution program serves 800 families each month. Vision to Learn is screening and testing all students and those that require additional care get free glasses and/or a referral to a specialist and support throughout that process from our Care Corps Coordinators. RRS families and teachers have expressed appreciation knowing that if families need support services that these services will be available for them.

Additionally, 225 families graduated from Rocketship Parent University, and we added a new set of sessions this fall with the same topics but added more mental health, parenting, grieving, and financial literacy workshops. We also partnered with a technology high school in Palo Alto who donated 25 Mac laptops to our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1 Enrichment budgeted expenditures \$ 194,340 and estimated actuals \$ 135,128 difference was due to fewer enrichment center coordinators due to shifts in staffing.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (83%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all

significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 87% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%).

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

Action 4.2 has been modified to better describe the current camp programs.

Action 4.4 service offerings have been modified in response to feedback from families regarding their needs. The Care Corps program now devotes the majority of their efforts to combatting chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	Enrichment is a critical component of a students’ education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.		Yes

4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to connect the learning to the curriculum back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experiences are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for a 4 day overnight trip of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.		Yes

4.3	Social Emotional Learning	At Rocketship Rising Stars we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our 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. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Rising Stars core values: respect, responsibility, persistence, empathy, and advocacy. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage 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 of time 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 particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. 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.		No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our 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 providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. 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.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: Food Distribution: We service 800 families every month across San Jose and East Bay. Care Closet: Free clothing families can access either at food distribution sites or on campus Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). Health Screenings: Conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. Partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. Chronic Absenteeism Support and Family Engagement Our Coordinators now partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases. In addition, Coordinators provide direct support to families through: ● Family needs assessments and referrals to community resources and services		No

		• Home visits and wellness checks • Engagement in attendance recognition and celebration events on campus • Planning and co- facilitating community attendance workshops. • Supporting and leading the implementation of the RPS Attendance Escalation Protocols to strengthen and build strong family partnerships and increase student learning time.		

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement (see Action 5.1 below for how the school promotes participation of parents of unduplicated pupils and pupils with exceptional needs) and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met.

Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

5.1	Average Daily Attendance <i>Data Source: SIS Attendance Reports</i>	93.7% Data Year: 2023-24 (as of 3/29/24)	93.7% Data Year 2024-25 (as of 4/4/25)	94.1% Data Year: 2025-26 (as of 4/28/26)	94% Data Year: 2026-27	+ .4 Data Year: 2025-26
5.2	Chronic Absenteeism rate for all students and all significant subgroups <i>Data Source: SIS Attendance Reports</i>	All Students: 20.3% English Learners: 20.5% Low Income: 19.1% Students with Disabilities: 18.6% Homeless: 32.6% Asian: 9.2% Black: 30.0% Hispanic/Latinx: 25.5% Data Year: 2023-24 (as of 3/29/24)	All Students: 20.9% English Learners: 16.7% Low Income: 21.2% Students with Disabilities: 19.0% Homeless: 26.2% Asian: 9.5% Black: 26.1% Hispanic/Latinx: 26.5% White: n<10 Data Year: 2024-25 (as of 4/4/25)	All Students: 18% Data Year: 2025-26 (as of 4/28/26)	All Students: 20% Data Year: 2026-27	-1.7 Data Year: 2025-26
5.3	% of parents are involved (% parents on track to complete participation hours) <i>Data Source: Internal HelpCounter Data</i>	82% Data Year 2023-24 (as of 5/3/24)	75% Data Year 2024-25 (as of 4/4/25)	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26

5.4	% Home visits completed <i>Data Source: Internal Data</i>	97% Data Year 2023-24	100% Data Year: 2024-25	Data Year: 2025-26	95% Data Year 2026-27	Data Year: 2025-26
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) <i>Data Source: Annual Parent Survey</i>	83% Data Year 2023-24	91% Data Year: 2024-25	89% Data Year: 2025-26	90% Data Year 2026-27	+6 Data Year: 2025-26
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) <i>Data Source: Annual Parent Survey</i>	85% Data Year: 2023-24	87% Data Year: 2024-25	Data Year: 2025-26	85% Data Year 2026-27	Data Year: 2025-26
5.7	Portion of parents with input into decision making (Parent survey participation rate) <i>Data Source: Annual Parent Survey</i>	100% Data Year: 2023-24	100% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned.

Successes and Challenges:

In 5.1 Family Engagement, RRS continues to hold monthly Cafecitos with approximately 70-90 parents attending each time. Additionally, the monthly family events are usually attended by about 100 family members.

In Action 5.2 Family Advocacy and Leadership, the school has experienced some challenges in identifying meeting dates that accommodate all parent leaders for SSC meetings. Despite this, family engagement remains strong, with 100% participation in the Fall survey and 79% participation in the Spring survey as of March 18. Parents have expressed appreciation for how the school uses survey data to inform decision-making and communicates resulting changes. For example, after families raised concerns about students being outside during inclement weather for Launch and Landing, the school adjusted temperature thresholds and clearly communicated these updates to families.

The RRS Los Dichos action is a huge success with over 100 readers participating each month. RRS made it a priority to increase family participation in the Los Dichos events this year and used multiple methods of communication to accomplish this, including teachers calling parents to sign them up for each event. This year RRS hosted a Literacy Night with Los Dichos at the Seven Trees Branch Library that attracted 529 attendees (294 family members, 184 students, all school staff).

In 5.5 Attendance Initiatives, a success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. This year the Care Corps workload shifted to focus primarily on preventing chronic absenteeism by providing families additional services, initiating more home visits, and lowering the thresholds for mandatory meetings. Current year data indicates these efforts are resulting in decreased chronic absenteeism. However, there is still some difficulty with students with moderate to severe disabilities who become ill frequently.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.5 Attendance Initiatives budgeted expenditures \$ 16,758 and estimated actuals \$ 22,516 difference was due to higher personnel costs than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (75%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (100%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (91%). 5.6 Attendance Initiatives was effective Average Daily Attendance (94%), by Chronic Absenteeism rate for all students and all significant subgroups (21% overall).

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

In 5.5 Attendance Initiatives, the action description has been updated to provide more detail on our program to address chronic absenteeism. We have moved away from 9 weeks of case managing 15 families to now doing outreach and support to all chronically absent families.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We have designed our family engagement model <i>with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs.</i> To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Academic Partnership Meetings: We hold Academic Partnership meetings (such as Literacy Night) to increase awareness and provide skill-building opportunities for families to partner with the school to positively impact academic student outcomes. Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Movie Nights, or Middle School Expo. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.		Yes

		Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		
5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families 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: School Site Council (SSC) and English Learner Advisory Committee (ELAC): These committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.		No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the launch of our Coordination of Services Team (COST), schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinators to ensure the program's implementation at each school. The Los Dichos Program Manager and Rocketship Coordinators meet monthly to review and discuss lesson plans and activities before going into the classroom.		No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I: Everyone has access to: • School health screenings for vision, dental and hearing. • Immunization Clinics • Rocketship Parent University courses like ESL, parenting, digital literacy workshops, etc Tier II: • Self referral ICARE Form • Proactive outreach to MKV families & conduct needs assessments • Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) • Supporting school with community attendance meetings (SART- School Attendance Review Team) • Attendance Family Workshops • Support with school wide attendance recognitions and cultural celebrations Tier III:Chronic Absenteeism Support and Family Engagement Our Coordinators partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
%	0%	\$0	%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2025 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that the EL group is at yellow level (+5.3) and SED group is at green level (+17.9). In Math, both groups are at blue level (EL +36.1, SED +40.7). We had red level performance in 2025 on the English Learner Progress Indicator, with 40.8% of students making progress towards English language proficiency. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2025, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2026 survey results showed that 85% of students feel safe on campus and 83% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of students feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2026 survey and internal data showed that 91% of parents were satisfied with their school, 75% of parents were involved in their school, and 100% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,914,873.78	\$ 4,311,834.74

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	\$ 952,916	\$ 1,031,034
1	2	Special Education Supports	No	\$ 424,334	\$ 753,023
1	3	Services to Support Multilingual Students	No	\$ 68,731	\$ 60,795
1	4	Rocketship Reads	Yes	\$ 109,904	\$ 118,696
2	1	High quality, research-based curriculum	No	\$ 53,059	\$ 47,495
2	2	Professional Development	Yes	\$ 243,773	\$ 266,394
2	3	Data Driven Instructional Practices	Yes	\$ 78,506	\$ 71,730
2	4	Instructional Coaching	Yes	\$ 224,248	\$ 335,737
2	5	Teacher Credentialing	No	\$ 10,712	\$ 15,274
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Operations Staffing & Development	Yes	\$ 639,770	\$ 547,401
3	2	Facilities Maintenance	No	\$ 274,266	\$ 265,153
3	3	Safety Training	No	\$ 17,764	\$ 19,482
3	4	School-wide Operational Systems & Routines	No	\$ -	\$ -
4	1	Enrichment	Yes	\$ 194,340	\$ 135,128
4	2	Outdoor Education and Community Experiences	Yes	\$ 68,248	\$ 64,661
4	3	Social Emotional Learning	Yes	\$ 199,475	\$ 199,743
4	4	Care Corps	No	\$ 138,784	\$ 147,626
5	1	Family Engagement	Yes	\$ 113,992	\$ 120,016
5	2	Family Advocacy and Leadership	No	\$ -	\$ -
5	3	School-Family Partnership	No	\$ 54,192	\$ 58,134
5	4	Los Dichos	No	\$ 31,102	\$ 31,799
5	5	Attendance Initiatives	No	\$ 16,758	\$ 22,516

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 2,038,817	\$ 2,104,765	\$ 2,139,873	\$ (35,108)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	\$ 431,983	\$ 480,111.44	0.000%	0.000%
1	4	Rocketship Reads	Yes	\$ 109,904	\$ 118,695.80	0.000%	0.000%
2	2	Professional Development	Yes	\$ 243,773	\$ 266,393.77	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	\$ 78,506	\$ 71,729.58	0.000%	0.000%
2	4	Instructional Coaching	Yes	\$ 224,248	\$ 335,736.82	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	\$ 639,770	\$ 547,401.03	0.000%	0.000%
4	1	Enrichment	Yes	\$ 194,340	\$ 135,127.97	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	\$ 68,248	\$ 64,660.56	0.000%	0.000%
4	3	Social Emotional Learning	Yes	\$ -		0.000%	0.000%
5	1	Family Engagement	Yes	\$ 113,992	\$ 120,015.61	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 6,741,883	\$ 2,038,817	0.000%	30.241%	\$ 2,139,873	0.000%	31.740%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

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- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
Enter the metric number.
Metric
Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
- Enter the baseline when completing the LCAP for 2024–25. - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - Indicate the school year to which the baseline data applies. - The baseline data must remain unchanged throughout the three-year LCAP. - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Local Control and Accountability Plan Instructions

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it 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.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Redwood City Prep	Genzel Tolentino, Principal	redwoodcity@rsed.org ; (650) 238-9970

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Redwood City Prep opened in August 2015 and was the 11th Rocketship campus to open in the Bay Area, but the first Rocketship campus to open outside of San Jose, in Redwood City. It was started in response to overwhelming parent support in the area. The school serves 275 students in grades TK-5. Approximately 88% of the students are socioeconomically disadvantaged, 16% are Homeless Youth, 72% are English learners, and 95% are Hispanic/Latinx. Additionally, 8% of students qualify for special education services.

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

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

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At Rocketship Redwood City Prep this fifth core value is bravery. Bravery at RRWC means to be confident in your abilities and be able to advocate for yourself.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Redwood City Prep which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these

requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

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

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

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections for the Lowest Performing Indicators

RRWC has identified a need in English Language Arts for the Hispanic (Red, -72.8) and English Learner (Red, -90.6) student groups. We will address this need by implementing Required Action 1.1 Personalized Learning, and 1.3 Services to Support Multilingual Students. We implemented ML Supports in 23-24 with greater fidelity than ever, and we plan to continue this focus.

RRWC has identified a need in English Learner Progress (Red, 33.8%). We will address this need by implementing Required Action 1.3 Services to Support Multilingual Students.

2025 Dashboard Reflections

RRWC demonstrated significant academic growth in 2024–25, with substantial gains in English Language Arts (+34.3) and Mathematics (+37.9). These improvements were observed across all students and student subgroups. This success can be attributed in large part to strong teacher and staff retention, which has allowed for sustained professional development over multiple years. Ongoing cycles of coaching and feedback have focused on accelerating student achievement and refining instructional practices. Additionally, the math curriculum has now been implemented for several years, and teachers have developed a deeper understanding of how to effectively support students with diverse learning needs through its use.

The school also made notable progress in English Learner outcomes, increasing English Learner Progress by 44.6 percentage points. In 2025, 53.6% of English learners made progress or maintained the highest level on the ELPAC. This growth reflects a focused emphasis over the past year on designated ELD (DELD) curriculum, supported through coaching and consistent implementation with fidelity. The pilot of a new ELD curriculum further contributed to student advancement, particularly in supporting movement from the Emerging to Expanding level. Moving forward, the school will continue to prioritize support for multilingual learners through Action 1.3: Services to Support Multilingual Students.

In addition, RRWC maintained a 0% suspension rate (Blue indicator), reflecting the effectiveness of Action 4.3: Social Emotional Learning. This outcome is the result of strong implementation of restorative practices and meaningful partnerships with families to ensure students have the support needed to remain engaged and on campus. These systems have contributed to a positive school climate and reduced exclusionary discipline practices.

Chronic Absenteeism, however, remains an area of concern, with the school earning a Red indicator for all students and all subgroups due to an increased chronic absence rate of 34.6%. This has been a persistent challenge since the pandemic. In response, the school will continue to strengthen implementation of Action 4.4: Care Corps and Action 5.5: Attendance Initiatives. This year, the Care Corps Coordinator is on site and working closely with the Principal to implement tiered levels of support. This includes proactively holding meetings with families before students become chronically absent. There has also been an increased emphasis on communicating the impact of absences on academic growth. The school is working to identify and address root causes of attendance issues in order to improve outcomes in this area.

Learning Recovery Emergency Block Grant (LREBG)

RRWC has \$28,030 in unexpended LREBG funds for the 2026-27 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The RRWC needs assessment substantiated findings from the 2025 Dashboard related to student academic needs in English Language Arts and Mathematics for the students with disabilities subgroup.

RRWC students need tailored supports to remove barriers to success.

Although RRWC runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including

instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by providing additional staffing to reduce teacher:student ratios. Metrics 1.1 and 1.2 CAASPP ELA and Math: % Met or Exceeded Standard for students with disabilities will be used to monitor the effectiveness of this action.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Rocketship Redwood City Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Redwood City Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Redwood City Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RRWC based on the CA School Dashboard for 2025 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 2/11/26, 3/4/26, 4/15/26, 5/15/26. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. 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 27, 2026. The LCAP was adopted on June 11, 2026.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos held the first Wednesday of every month beginning in September, community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 2026).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings (9/17/26), monthly Cafecitos and staff surveys, Data Day and P.D.reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (Winter 2025).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Action 1.3 was modified based on teacher and administrator feedback that the ELPAC Interim Assessment should be discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction in place of it.

Action 1.4 Special Education Supports: Input was gathered during IEP meetings, parent conferences, and School Site Council and English Learner Advisory Committee (SSC/ELAC) meetings throughout the school year. Families and staff emphasized the importance of increased access to specialized services, improved communication between home and school, and expanded mental health supports. This input will guide continued investment in staffing, improved scheduling of services, and enhanced family communication systems moving forward.

Goal 2 analysis includes the following feedback from teachers: Appreciation was expressed for the increased visibility of coaches in classrooms this year, as well as for the team's efforts to implement the program despite beginning the year with one fewer administrator. Moving forward, there is a desire to see stronger professional development supports established from the start of the school year. Additionally, staff would like weekly planning time to begin in September rather than October next year.

Goal 4 analysis includes student feedback: students express appreciation for the increased opportunities for earning rewards that can be spent at the student store.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 27.5% English Learners: 11.6% Low Income: 26.7% Students with Disabilities: 4.2% Hispanic/Latinx: 25.4% Data Year: 2022-23	All Students: 18.8% English Learners: 3.3% Low Income: 17.8% Students with Disabilities: 4.8% Hispanic/Latinx: 17.9% Data Year: 2023-24	All Students: 31.2% English Learners: 18.8% Low Income: 30.4% Students with Disabilities: 0% Homeless: 21.1% Hispanic/Latinx: 29.8% Data Year: 2024-25	24% Data Year: 2025-26	All Students: +3.7 English Learners: +7.2 Low Income: +3.7 Students with Disabilities: -4.2 Hispanic/Latinx: +4.8 Data Year: 2024-25

1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 29.0% English Learners: 15.8% Low Income: 28.3% Students with Disabilities: 0.0% Hispanic/Latinx: 27.0% Data Year: 2022-23	All Students: 25.7% English Learners: 13.0% Low Income: 17.8% Students with Disabilities: 4.8% Hispanic/Latinx: 17.9 % Data Year: 2023-24	All Students: 35.9% English Learners: 25% Low Income: 36% Students with Disabilities: 0% Homeless: 21.1% Hispanic/Latinx: 33.9% Data Year: 2024-25	31% Data Year: 2025-26	All Students: +6.9 English Learners: +9.2 Low Income: +7.7 Students with Disabilities: - - Hispanic/Latinx: +6.9 Data Year: 2024-25
1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 9.8% English Learners: 3.2% Low Income: 5.4% Hispanic/Latinx: 10.0% Data Year: 2022-23	All Students: 4.2% English Learners: 0.0% Low Income: 4.4% Hispanic/Latinx: 4.2% Data Year: 2023-24	All Students: 17.5% English Learners: 3.9% Low Income: 15.8% Hispanic/Latinx: 15.8% Data Year: 2024-25	15% Data Year: 2025-26	All Students: +7.7 English Learners: +0.7 Low Income: +10.4 Hispanic/Latinx: +5.8 Data Year: 2024-25
1.4	Avg Growth Years for Reading on NWEA (K-2) <i>Data Source: NWEA MAP</i>	.78 Years Data Year: 2023-24	.94 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+ .16 Data Year: 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) <i>Data Source: NWEA MAP</i>	1.13 Years Data Year: 2023-24	1.31 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+ .18 Data Year: 2024-25

1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) <i>Data Source: CA Dashboard</i>	2022-23: 34%	2023-24: 9.0%	2024-25: 53.6%	14% Data Year: 2025-26	+19.6 Data Year: 2024-25
1.7	EL Reclassification Rate <i>Data Source: SIS Demographics</i>	2.3% Data Year: 2023-24 (as of 3/29/24)	0.5% Data Year: 2024-25 (as of 4/4/25)		2.5% Data Year: 2026-27	-1.8 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned, with the exception of Action 1.3 (Services to Support Multilingual Learners), where adjustments were made.

1.1 Personalized Learning

Small group instruction improved, resulting in more students receiving instruction at their appropriate level with targeted support to advance. Progress monitoring systems were strengthened using multiple measures to better inform instruction. Next year the school will pilot a new MTSS platform to better identify students for tutoring and track their progress. A key challenge was addressing a wide range of student needs within classrooms. Variability in student levels made it difficult to consistently group students and deploy staff strategically.

Personalized learning through online programs has also been a strong area of success, helping ensure that students are working at the appropriate level and can engage in meaningful independent practice. However, student absences can disrupt progress, as missed time makes it difficult for students to complete assigned work. Additionally, dually identified students were initially tasked with multiple personalized learning programs, leading to an overwhelming workload. In response, adjustments were made mid-year to scale back general education program requirements, resulting in a more manageable and balanced assignment load for these students.

1.2 Special Education Supports

Additional assessments and expanded services improved timely identification of student needs and allowed for more targeted interventions. Increased collaboration among staff strengthened implementation of the inclusion model. Students showed improved access to grade-level curriculum, and use of assistive technology increased to support learning and independence.

1.3 Services to Support Multilingual Learners

The ELPAC Interim Assessment was discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction. Teachers used the tool biweekly to identify focus skills and inform grouping for Designated ELD. Implementation improved clarity around high-quality ELD instruction and supported identification of students and skills for re-teaching. Over 80% of newcomer students receiving targeted support demonstrated growth on post-assessments. As a first-year implementation, challenges included inconsistent data collection, limited clarity on the rubric, and varying teacher capacity to use the tool effectively. Despite this, available data was used to guide instruction.

1.4 Rocketship Reads

The school community engages in “Tranquil Tuesdays” when all students “Drop Everything and Read” once a week during Launch in order to foster a love of reading. One challenge with the Rocketship reads campaign is with the shift to using the DIBELS assessments to track reading levels, it is more difficult to match students with books at the appropriate independent reading level.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 Special Education Supports budgeted expenditures \$ 203,094 and estimated actuals \$ 437,959 difference was due to the increased need for special education contracted staff due to open roles and higher than anticipated special education support needs. Contracted staff are more expensive than hiring internal staff.

Action 1.3 Services to Support Multilingual Learners budgeted expenditures \$ 43,120 and estimated actuals \$ 38,616 difference was due to the ELL software and multi-lingual support staff compensation costs being lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning and 1.5 Rocketship Reads actions have been showing effectiveness overall, as evidenced by increased scores on the CAASPP ELA, Math and Science assessments.

NWEA K-2, where we approached our target in Math and Reading.

Our tier 2 supports during Learning Lab are showing effectiveness with 53% of students provided Tier 2 support by a tutor Tier 2 during Learning Lab time meeting their Dibels Reading growth target for Fall to Winter.

1.2 Special Education Supports actions were somewhat effective in making progress toward the goal. While key supports and inclusive practices were implemented, CAASPP outcomes for Students with Disabilities showed limited or inconsistent growth across content areas. These results suggest a need for stronger alignment of services, more consistent implementation of inclusive practices, and more strategic staffing to better support student progress.

Action 1.3 Services to Support Multilingual Students was somewhat effective. In 2024-25, we had 54% of students making progress in the English Learner Progress Indicator, an increase of 20 percentage points from the baseline data in 2022-23. In 2024-25, we had a reclassification rate of 7.9%. Assessment data showing the full impact of this year’s LCAP goals and initiatives will be available in the summer.

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

- Action 1.1 was modified from a “more than 1:1 student to Chromebook ratio” to “maintain a 1:1 student to Chromebook ratio”. Also, the description was modified to include what will be added to the action in 2026-27.
- Action 1.2 was modified to include plans for 2026-27.
- Action 1.3 was modified to remove the ELPAC interim and add the ELD progress monitoring tool (as discussed in the first prompt).
- Action 1.4 was modified to add Drop Everything and Read (DEAR) to the description.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RRWC's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.		Yes

1.2	Special Education Supports	Although RRWC runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.		No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.		No
1.4	Rocketship Reads	Rocketship Redwood City Prep will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity. Students and parents will track progress on DIBELS assessments and growth will be publicly celebrated to promote reading achievement. We will host a staff and family book club and implement Drop Everything and Read (DEAR) weekly during Launch to spread and model the love of reading throughout the school community.		Yes

Goal 2

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home <i>Data Source: Williams' Textbook Sufficiency Report</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.2	Number/% of total and EL teachers credentialed & properly assigned <i>Data Source: Internal Staffing Data Tracker</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	Maintained Data Year: 2025-26	Maintained Data Year: 2024-25
2.3	% of adopted standards including ELD standards implemented <i>Data Source: Observations and Coaching Logs</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned.

2.1 High-Quality, Research-Based Curriculum: CKLA Integrated and Knowledge was successfully adopted across campuses, with aligned unit launches and bi-weekly coaching cycles supporting implementation. Key challenges included differentiating instruction for below-grade-level readers while maintaining access to grade-level content, as well as the learning curve associated with a new curriculum. Initial differentiation resources have been developed and will continue to be refined. However, the math curriculum has now been implemented for several years, and teachers have developed a deeper understanding of how to effectively support students with diverse learning needs through its use.

2.2 Professional Development: Expanding new educator orientation into a three-day experience strengthened alignment and collaboration. The primary challenge was differentiating support for new and returning teachers implementing the same curriculum, which will be refined moving forward.

Appreciation was expressed by RRWC teachers for the increased visibility of coaches in classrooms this year, as well as for the team's efforts to implement the program despite beginning the year with one fewer administrator. Moving forward, there is a desire to see stronger professional development supports established from the start of the school year. Additionally, staff would like weekly planning time to begin in September rather than October next year.

2.3 Data-Driven Instructional Practices: Progress monitoring for English Learners and adoption of Amira improved efficiency and data use. The main area for growth is building teacher capacity to analyze data and take effective instructional action.

2.4 Instructional Coaching: New coaching tools strengthened coaches' ability to diagnose and develop teacher practice. Coaching in the moment has helped teachers to better understand their data. Coaching practices were refined this year at RRWC to provide more effective feedback on lesson planning, along with regular classroom walkthroughs to ensure teachers are meeting high expectations for instructional practice. A key challenge is accelerating the development of first-year coaches.

2.5 Teacher Credentialing

Rocketship Public Schools has significantly expanded educator development pathways through strengthened university partnerships, increasing access to degree, intern, and residency programs. Through partnerships with Reach University and Rivet School, 10 staff members have earned bachelor's degrees and 15 are currently enrolled, creating a pipeline into credential programs and teaching roles. Rocketship currently supports over 75 educators across credentialing pathways, including Multiple Subject, Education Specialist, and PK–3 programs through Reach University, San José State University, Santa Clara County, and Loyola Marymount University. For the 2025–2026 school year, this includes 44 participants in the Reach Intern Program, 18 enrolled at SJSU (with 15 additional projected), 1 participant in the PK–3 pathway, and 5 residents in LMU's program. The Credentialing & Compliance Team partners closely with universities to streamline program implementation, allowing educators to focus on instructional practice and student outcomes. This expansion reflects significant growth from prior years when Reach was the sole partner. Looking ahead, Rocketship aims to enroll over 50 staff members in intern programs for the 2026–2027 school year.

2.6 Culturally Responsive Pedagogy: The school successfully implemented the Kimochois SEL curriculum in TK–2. The next step is refining a stronger SEL approach for grades 3–5 in 2026–2027.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Action 2.1 High Quality, Research-based Curriculum budgeted expenditures \$ 25,395 and estimated actuals \$ 35,991 difference was due to Core curriculum expenses being higher than budgeted.
- 2.5 Teacher Credentialing budgeted expenditures \$ 5,127 and estimated actuals \$ 11,482 difference was due to more credentialing support being needed for teachers than initially expected, and higher than anticipated costs from external partnership with Reach University.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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

- Action 2.1 has been modified to describe the Rocketship approach as grounded in the “Science of Reading” instead of “Balanced Literacy.” Additionally, language was modified to indicate that the school will be in the second year of CKLA implementation and is adding Tools of the Mind to support our youngest students in the development of self-regulation skills.
- Action 2.5 has been modified to describe the expanded opportunities available for teachers and staff to progress towards earning a teaching credential.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RRWC curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RRWC operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RRWC utilizes an approach grounded in the Science of Reading for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 26-27, we will be refining our approach to CK Integrated for grades 3-5, CKLA Knowledge for K-2 in the second year of implementation to pair with CKLA Skills which has already been in place. We will also be elevating our early childhood education approach by adopting Tools of the Mind to support young students develop self-regulation skills such as focusing attention, persisting at a challenging task, learning how to learn, and managing emotions.		No

2.2	Professional Development	Professional Development is a critical component of the RRWC program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RRWC hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RRWC has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RRWC will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.		Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.		Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RRWC teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.		Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We continue to strengthen our Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two-year route to earning their Preliminary Credential. We have also launched a new program partnership with San Jose University to support our Education Specialist. Ever expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their bachelor's degree in liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 26-27 school year.		No
2.6	Culturally Responsive Pedagogy	RRWC is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	\$0	No

Goal 3

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard <i>iAuditor Internal Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
3.2	% of students feel safe on campus (As measured by student survey) <i>Data Source: Internal Survey</i>	77% Data Year: 2023-24	100% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	+23 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) <i>Data Source: Annual Parent Survey</i>	72% Data Year: 2023-24	91% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	+19 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing & Development, additional training provided for operations specialists at the start of the year led to improved implementation of recess protocols, ultimately enhancing student engagement and joy. In 3.2 Facilities Maintenance, training operations staff on space-management systems has streamlined teacher access

to materials and improved internal ratings for physical space utilization. As RRWC leases its facilities from the school district, the school partners closely with the district for the repair and maintenance of many facility components. To strengthen this collaboration, RRWC is developing more consistent systems for communication, including quarterly check-ins, to ensure facility needs are clearly conveyed and appropriately prioritized. In 3.3 Safety Training, it has been difficult for the BOMs to conduct the weekly safety walkthroughs, where they check all security systems on campus at random times to ensure they are being implemented as planned. Additional attention is being placed on conducting these safety walkthroughs each week to ensure regularity.

Regarding 3.4 School-wide Operational Systems & Routines, high student support needs earlier this year led to less frequent one-on-one meetings between the Business Operations Manager (BOM) and Operations Specialists. Schedules have since been adjusted to ensure all specialists receive their planned support moving forward. Survey feedback indicates that 90% of BOMs are very satisfied or satisfied with the monthly professional development provided. Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.2 Facilities Maintenance budgeted expenditures \$ 125,120 and estimated actuals \$ 196,667 difference was due to higher building repair and custodial service expenses than planned due to the need for additional cleaning and interior painting.

Action 3.3 Safety Training budgeted expenditures \$ 11,931 and estimated actuals \$ 13,935 difference was due to cost of safety materials and Business Operations Manager (BOM) compensation costs being higher than planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: % and % of families feel campus is safe: %. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.		Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.		No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.		No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No

Goal 4

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) <i>Data Source: Internal Survey</i>	84% Data Year: 2023-24	80% Data Year: 2024-25		75% Data Year: 2026-27	-4 Data Year: 2025-26
4.2	Suspension rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.3	Expulsion rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs <i>Data Source: SIS Schedule Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned.

In 4.1 **Enrichment**, the school implemented a new virtual reality coding enrichment for upper grade students led by the STEAM teacher. Students from the school have been invited to Google Demo Day to present their projects at the Google Sunnyvale offices. At times successful implementation has been challenging due to staffing shortages this year.

In 4.2 **Outdoor Education and Community Experiences**, we held successful science camp trips for grades 4 and 5, as indicated by positive student and family feedback. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events.

In **4.3 Social Emotional Learning**, students have expressed appreciation for the increased opportunities to earn rewards that can be used at the student store. Teachers and administrators have also valued the reintroduction of the Kimochis SEL curriculum in the lower grades, particularly its use of visual models to support students in expressing feelings and engaging in appropriate interactions.

Through the **4.4 Care Corps** action, the schools are providing support to thousands of families across the network. Our Care Closet provides free clothing to 50-100 families each month and our food distribution program serves 800 families each month. Vision to Learn is screening and testing all students and those that require additional care get free glasses and/or a referral to a specialist and support throughout that process from our Care Corps Coordinators.

Additionally, 225 families graduated from Rocketship Parent University, and we added a new set of sessions this fall with the same topics but added more mental health, parenting, grieving, and financial literacy workshops. We also partnered with a technology high school in Palo Alto who donated 25 Mac laptops to our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.1 Enrichment budgeted expenditures \$ 64,780 and estimated actuals \$ 28,150 difference was due to fewer enrichment center coordinators due to shifts in staffing.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (80%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 85% of parents who report feeling connected (As measured by parent survey question, "My Rocketship school has a strong

and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate—95%).

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

Action 4.2 has been modified to better describe the current camp programs.

Action 4.4 service offerings have been modified in response to feedback from families regarding their needs. The Care Corps program now devotes the majority of their efforts to combatting chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	Enrichment is a critical component of a students’ education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.		Yes

4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to connect the learning to the curriculum back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experiences are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for a 4 day overnight trip of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.		Yes

4.3	Social Emotional Learning	At Rocketship Redwood City we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our 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. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Redwood City core values: respect, responsibility, persistence, empathy, and bravery. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage 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 of time 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 particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. 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.		No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our 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 providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. 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.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: Food Distribution: We service 800 families every month across San Jose and East Bay. Care Closet: Free clothing families can access either at food distribution sites or on campus Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). Health Screenings: Conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. Partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. Chronic Absenteeism Support and Family Engagement Our Coordinators now partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases. In addition, Coordinators provide direct support to families through:		No

		- Family needs assessments and referrals to community resources and services - Home visits and wellness checks - Engagement in attendance recognition and celebration events on campus - Planning and co- facilitating community attendance workshops. - Supporting and leading the implementation of the RPS Attendance Escalation Protocols to strengthen and build strong family partnerships and increase student learning time.		

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance <i>Data Source: SIS Attendance Reports</i>	91.4% Data Year: 2023-24 (as of 3/29/24)	91.2% Data Year: 2024-25 (as of 4/4/25)	92.8% Data Year: 2025-26 (as of 4/28/26)	94% Data Year: 2026-27	+ 1.4 Data Year: 2025-26

5.2	Chronic Absenteeism rate for all students and all significant subgroups <i>Data Source: SIS Attendance Reports</i>	All Students: 30.4% English Learners: 31.6% Low Income: 31.1% Students with Disabilities: 44.7 % Homeless: 30.6% Hispanic/Latinx: 30.2% Data Year: 2023-24 (as of 3/29/24)	All Students: 32.3% English Learners: 33.3% Low Income: 31.2% Students with Disabilities: 50.0% Homeless: 44.0% Hispanic/Latinx: 31.9% Asian: n<10 Black: n<10 White: n<10 Data Year: 2024-25 (as of 4/4/25)	All Students: 21.1% Data Year: 2025-26 (as of 4/28/26)	All Students: 20% Data Year: 2026-27	-9.3 Data Year: 2025-26
5.3	% of parents are involved (% parents on track to complete participation hours) <i>Data Source: Internal HelpCounter Data</i>	88% Data Year 2023-24 (as of 5/3/24) Data Source: Internal HelpCounter Data	56% Data Year: 2024-25 (as of 4/4/25)	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26
5.4	% Home visits completed <i>Data Source: Internal Data</i>	95% Data Year 2023-24	97% Data Year: 2024-25	Data Year: 2025-26	95% Data Year 2026-27	Data Year: 2025-26

5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) <i>Data Source: Annual Parent Survey</i>	65% Data Year 2023-24	87% Data Year: 2024-25	87% Data Year: 2025-26	87% Data Year 2026-27	+22 Data Year: 2025-26
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) <i>Data Source: Annual Parent Survey</i>	76% Data Year: 2023-24	85% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26
5.7	Portion of parents with input into decision making (Parent survey participation rate) <i>Data Source: Annual Parent Survey</i>	100% Data Year: 2023-24	95% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned.

In **5.2 Family Advocacy and Leadership**, it continues to be a challenge to engage more families in advocacy and leadership work because they lack the confidence in their own expertise.

In **5.3 School-Family Partnership** and **5.4 Los Dichos**, each of our 13 California schools now host a Family Literacy Night at a local library. This shift is inspired by the success of last year’s event with Rocketship Redwood City Prep—featuring a storytime, interactive activities, the Five Finger Rule reading strategy, and community tables. We even enrolled five new students by the end of the night! Parent survey feedback indicates that parents were very satisfied with this event, especially those families who are not often able to attend the Los Dichos events that occur during school hours.

The partnerships with the majority of libraries have been amazing with overall very strong communication and support with providing space and book giveaways for students.

There is a need to strengthen School-Family Partnerships by providing more regular communication with families about student progress using the reports provided by the various assessment systems.

In **5.5 Attendance Initiatives**, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Over the past year, our work has shifted from a traditional case management model—supporting 15–20 individual cases each quarter—to a focused, systemic approach targeting Chronic Absenteeism.

Our Coordinators now partner with 40–50 families per site, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining Chronic Absenteeism rates low while supporting ADA increases.

RRWC has been identified as in need of additional support due to serving high risk communities facing many out of school barriers. As a result, in 2026-27 they will receive additional Nest partner support and progress monitoring.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.5 Attendance Initiatives budgeted expenditures \$ 500 and estimated actuals \$ 19,307 difference was due to higher personnel costs than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were somewhat effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (56%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (97%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (87%). Parent survey results showed higher satisfaction with feeling welcome this year. 5.6 Attendance Initiatives was effective Average Daily Attendance (91%), by Chronic Absenteeism rate for all students and all significant subgroups (32.3% overall).

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

In 5.5 Attendance Initiatives, the action description has been updated to provide more detail on our program to address chronic absenteeism. We have moved away from 9 weeks of case managing 15 families to now doing outreach and support to all chronically absent families.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We have designed our family engagement model <i>with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs.</i> To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Academic Partnership Meetings: We hold Academic Partnership meetings (such as Literacy Night) to increase awareness and provide skill-building opportunities for families to partner with the school to positively impact academic student outcomes. Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Movie Nights, or Middle School Expo. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.		Yes

		Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		
5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families 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: School Site Council (SSC) and English Learner Advisory Committee (ELAC): These committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.		No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the launch of our Coordination of Services Team (COST), schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinators to ensure the program's implementation at each school. The Los Dichos Program Manager and Rocketship Coordinators meet monthly to review and discuss lesson plans and activities before going into the classroom.		No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I: Everyone has access to: • School health screenings for vision, dental and hearing. • Immunization Clinics • Rocketship Parent University courses like ESL, parenting, digital literacy workshops, etc Tier II: • Self referral ICARE Form • Proactive outreach to MKV families & conduct needs assessments • Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) • Supporting school with community attendance meetings (SART- School Attendance Review Team) • Attendance Family Workshops • Support with school wide attendance recognitions and cultural celebrations Tier III:Chronic Absenteeism Support and Family Engagement Our Coordinators partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
%	0%	\$0	%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2025 ELA performance, English Learners have improved to the orange level (-78.5) and Socioeconomically Disadvantaged students have improved to the yellow level (-64). In Math, both groups are at yellow level (EL -49.7, SED -41.3). The English Learner Progress Indicator was green with 53.6% of English learners making progress towards English language proficiency. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2025, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2026 survey results showed that 74% of students feel safe on campus and 80% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of students feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2026 survey and internal data showed that 87% of parents were satisfied with their school, 56% of parents were involved in their school, 97% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,915,466.51	\$ 2,249,544.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	\$ 448,272	\$ 429,007
1	2	Special Education Supports	No	\$ 203,094	\$ 437,959
1	3	Services to Support Multilingual Students	No	\$ 43,120	\$ 38,616
1	4	Rocketship Reads	Yes	\$ 58,666	\$ 62,027
2	1	High quality, research-based curriculum	No	\$ 25,395	\$ 35,991
2	2	Professional Development	Yes	\$ 140,673	\$ 144,018
2	3	Data Driven Instructional Practices	Yes	\$ 42,497	\$ 44,230
2	4	Instructional Coaching	Yes	\$ 112,124	\$ 114,982
2	5	Teacher Credentialing	No	\$ 5,127	\$ 11,482
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Operations Staffing & Development	Yes	\$ 353,770	\$ 335,901
3	2	Facilities Maintenance	No	\$ 125,120	\$ 196,667
3	3	Safety Training	No	\$ 11,931	\$ 13,935
3	4	School-wide Operational Systems & Routines	No	\$ -	\$ -
4	1	Enrichment	Yes	\$ 64,780	\$ 28,150
4	2	Outdoor Education and Community Experiences	Yes	\$ 32,665	\$ 35,716
4	3	Social Emotional Learning	Yes	\$ 95,473	\$ 91,491
4	4	Care Corps	No	\$ 66,424	\$ 67,620
5	1	Family Engagement	Yes	\$ 70,949	\$ 69,996
5	2	Family Advocacy and Leadership	No	\$ -	\$ -
5	3	School-Family Partnership	No	\$ -	\$ 57,884
5	4	Los Dichos	No	\$ 14,886	\$ 14,565
5	5	Attendance Initiatives	No	\$ 500	\$ 19,307

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 651,815	\$ 1,061,468	\$ 1,081,215	\$ (19,747)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	\$ 185,345	\$ 246,194.35	0.000%	0.000%
1	4	Rocketship Reads	Yes	\$ 58,666	\$ 62,027.38	0.000%	0.000%
2	2	Professional Development	Yes	\$ 140,673	\$ 144,018.25	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	\$ 42,497	\$ 44,230.05	0.000%	0.000%
2	4	Instructional Coaching	Yes	\$ 112,124	\$ 114,982.21	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	\$ 353,770	\$ 335,900.73	0.000%	0.000%
4	1	Enrichment	Yes	\$ 64,780	\$ 28,150.36	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	\$ 32,665	\$ 35,715.71	0.000%	0.000%
4	3	Social Emotional Learning	Yes	\$ -		0.000%	0.000%
5	1	Family Engagement	Yes	\$ 70,949	\$ 69,995.99	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,020,234	\$ 651,815	0.000%	21.582%	\$ 1,081,215	0.000%	35.799%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

Local Control and Accountability Plan Instructions

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
Enter the metric number.
Metric
Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
- Enter the baseline when completing the LCAP for 2024–25. - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - Indicate the school year to which the baseline data applies. - The baseline data must remain unchanged throughout the three-year LCAP. - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

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Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

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Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it 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.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Alma Academy	Abel Ibarra, Principal	alma@rsed.org ; 408-931-6838

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Alma Academy opened in August 2012, the seventh school in the Rocketship Education network to open in San Jose. The school now serves 532 students in grades TK-5. Approximately 81% of the students are socioeconomically disadvantaged, 14% are homeless, 58% are English learners, 85% are Hispanic/Latinx, and 9% are African-American. Additionally, Rocketship Alma has approximately 11% of students who qualify for special education services.

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

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

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At RSA this fifth core value is service. Alma Rocketeers are active citizens in their classrooms, homes, and communities. Our Rocketeers develop a social awareness of the needs that surround them and dedicate their time, energy, and talent to serve those very

needs. In doing so, our Rocketeers improve upon their own understanding of the world around them and also seek to improve the lives of others -- not just their own.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Alma which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

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

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

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections for Lowest Performing Indicators (required to remain for 3-Year LCAP cycle)

RSA has identified a need in English Learner Progress (Red, 20.2%). We will address this need by implementing Required Action 1.3 Services to Support Multilingual Students.

RSA has identified a need in English Language Arts for the Students with Disabilities student group (Red, -82.8). We will address this need by implementing Required Action 1.2 Special Education Supports and 1.1 Personalized Learning.

2025 Dashboard Reflections

Despite a large gain in English Learner Progress in 2024 (+24.9 percentage points), in 2025 English Learner Progress decreased 12.5 percentage points with 43.4% (Red) of English learners making progress or maintaining at the highest level on the ELPAC. The school has worked on consistent implementation of the Services to Support Multilingual Students action (1.3) with intentional professional development and coaching focused on planning Integrated ELD (Tier1) that will support students with the highest language needs. The school has also had the support of a Multilingual Language Specialist this year. Next year, the school plans to continue to improve upon these structures of support.

The Chronic Absenteeism rate overall (Red, 27.6%) and for all subgroups increased in 2024-25. To address this need, we have continued implementation of Actions 4.4 Care Corps and 5.5 Attendance Initiatives. However, chronic absenteeism remains a challenge this year. The school has identified gaps in its systems and has begun implementing improvements. Efforts include establishing a structured approach with focus families, increasing the consistency of parent meetings, and following clear escalation steps to ensure appropriate supports are in place. Communication with families has been strengthened to clarify when students should stay home versus attend school, as well as to emphasize the impact of absences on academic achievement. Incentives and raffles are also being used to encourage regular student attendance. RSA has been identified by the Rocketship network as in need of additional support due to serving high risk communities facing many out of school barriers. As a result, in 2026-27 they will receive additional Nest partner support and progress monitoring.

English Language Arts and Mathematics achievement decreased in 2024-25 (ELA Orange -7.1 points, Math Orange -13.3 points). To address this, the school has strengthened implementation of action 1.1 Personalized Learning by implementing targeted strategies to improve reading and math achievement across grade levels. In grades K–1, the schedule has been adjusted to address identified foundational skill gaps. One teacher provides small-group reading instruction across both grade levels to deliver focused support, while the revised schedule also allows for increased small-group instruction in mathematics. Teachers are also receiving professional development to strengthen content knowledge and support students in becoming more independent learners. In grades 2–5, the school is seeing gains in both ELA and math. Instructional improvements include increased teacher development in differentiation, the use of clear learning objectives, and stronger communication with families. Small-group interventions are being used to provide targeted support and accelerate student progress.

The school is proud to have maintained a 0% suspension rate (Blue) through consistent implementation of action 4.3 Social Emotional Learning.

Learning Recovery Emergency Block Grant (LREBG)

RSA has \$46,728 in unexpended LREBG funds for the 2026-27 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The RSA needs assessment substantiated findings from the 2025 Dashboard related to student academic needs in English Language Arts and Mathematics for the students with disabilities subgroup.

RSA students need tailored supports to remove barriers to success.

Although RSA runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by providing additional staffing to reduce teacher:student ratios. Metrics 1.1 and 1.2 CAASPP ELA and Math: % Met or Exceeded Standard for students with disabilities will be used to monitor the effectiveness of this action.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Rocketship Alma Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Alma Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Local Control and Accountability Plan

Rocketship Alma Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RSA based on the CA School Dashboard for 2025 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 11/5/24, 1/30/25, 3/25/25, 5/28/25. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. 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 27, 2026. The LCAP was adopted on June 11, 2026.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (at the end of every month with a Zoom meeting offered on the last Thursday of the month and an in-person meeting on Friday morning), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 2026).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag meetings (9/25 and 4/1/26), monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18th - December 6th).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goal 1 Analysis includes student feedback that they enjoy the student store and are highly motivated by incentives tied to programs such as Word Millionaire and attendance.

Action 1.3 was modified based on teacher and administrator feedback that the ELPAC Interim Assessment should be discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction in place of it.

Action 1.4 Special Education Supports: Input was gathered during IEP meetings, parent conferences, and School Site Council and English Learner Advisory Committee (SSC/ELAC) meetings throughout the school year. Families and staff emphasized the importance of increased access to specialized services, improved communication between home and school, and expanded mental health supports. This input will guide continued investment in staffing, improved scheduling of services, and enhanced family communication systems moving forward.

Goal 2 Analysis includes teacher feedback: RSA teachers report appreciation for the dedicated planning time provided, as well as for clear communication and transparency from leadership. There is also a strong emphasis on fostering an environment where teachers feel comfortable sharing their perspectives and believe their voices are heard. Teachers would like recognition that they may use different processes to achieve the same goals. Teachers also report a need to increase alignment between broader network and school goals.

Goal 4 Analysis includes parent and student feedback that some students are in need of additional support to regulate emotions and behavior. Parents would like more consequences for unsafe student behavior.

Students are seeking stronger support from teachers in building a culture where mistakes are viewed as opportunities for learning. They want teachers to help them think through challenges and support them in developing problem-solving skills.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 42.7% English Learners: 25.9% Low Income: 42.5% Students with Disabilities: 20.0% Black or African American: 44.4% Hispanic/Latinx: 39.5% Data Year: 2022-23	All Students: 37.2% English Learners: 20.8% Low Income: 33.1% Students with Disabilities: 20.0% Black or African American: 36.4% Hispanic/Latinx: 35.2% Data Year: 2023-24	All Students: 31.6% English Learners: 15.9% Low Income: 27.7% Students with Disabilities: 14.3% Homeless: 8.7% Black or African American: 31.6% Hispanic/Latinx: 29.2% Data Year: 2024-25	42% Data Year: 2025-26	All Students: -11.1 English Learners: -10 Low Income: -14.8 Students with Disabilities: -5.7 Black or African American: -8.8 Hispanic/Latinx: -10.3 Data Year: 2024-25
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 44.9% English Learners: 32.2% Low Income: 44.7% Students with Disabilities: 20.8% Black or African American: 55.6% Hispanic/Latinx: 41.0% Data Year: 2022-23	All Students: 38.2% English Learners: 24.2% Low Income: 32.4% Students with Disabilities: 12.9% Black or African American: 50.0% Hispanic/Latinx: 34.2% Data Year: 2023-24	All Students: 34.2% English Learners: 20.3% Low Income: 30.7% Students with Disabilities: 11.1% Homeless: 28% Black or African American: 26.3% Hispanic/Latinx: 33.2% Data Year: 2024-25	43% Data Year: 2025-26	All Students: -10.7 English Learners: -11.9 Low Income: -14 Students with Disabilities: -9.8 Black or African American: -19.3 Hispanic/Latinx: -7.8 Data Year: 2024-25

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 39.3% English Learners: 16.7% Low Income: 41.3% Hispanic/Latinx: 32.7% Data Year: 2022-23	All Students: 20.0% English Learners: 9.4% Low Income: 17.3% Students with Disabilities: 9.1% Hispanic/Latinx: 16.4% Data Year: 2023-24	All Students: 17.6% English Learners: 7.3% Low Income: 20.3% Hispanic/Latinx: 15.6% Data Year: 2024-25	44% Data Year: 2025-26	All Students: -21.7 English Learners: -9.4 Low Income: -21 Hispanic/Latinx: -17.1 Data Year: 2024-25
1.4	Avg Growth Years for Reading on NWEA (K-2) <i>Data Source: NWEA MAP</i>	.84 Years Data Year: 2023-24	.82 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	-.02 Data Year: 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) <i>Data Source: NWEA MAP</i>	.88 Years Data Year: 2023-24	.8 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	-.08 Data Year: 2024-25
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) <i>Data Source: CA Dashboard</i>	31% Data Year: 2022-23	55.9% Data Year: 2023-24	43.4% Data Year: 2024-25	61% Data Year: 2025-26	+13.4 Data Year: 2024-25

1.7	EL Reclassification Rate <i>Data Source: SIS Demographics</i>	3.1% Data Year: 2023-24(as of 3/29/24)	12% Data Year: 2024-25(as of 4/4/25)		14% Data Year: 2026-27	+8.9 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned, with the exception of Action 1.3 (Services to Support Multilingual Learners), where adjustments were made. 1.1 Personalized Learning Small group instruction improved, resulting in more students receiving instruction at their appropriate level with targeted support to advance. Progress monitoring systems were strengthened using multiple measures to better inform instruction. A key challenge was addressing a wide range of student needs within classrooms. Variability in student levels made it difficult to consistently group students and deploy staff strategically. 1.2 Special Education Supports Additional assessments and expanded services improved timely identification of student needs and allowed for more targeted interventions. Increased collaboration among staff strengthened implementation of the inclusion model. Students showed improved access to grade-level curriculum, and use of assistive technology increased to support learning and independence. 1.3 Services to Support Multilingual Learners The ELPAC Interim Assessment was discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction. Teachers used the tool biweekly to identify focus skills and inform grouping for Designated ELD. Implementation improved clarity around high-quality ELD instruction and supported identification of students and skills for re-teaching. Over 80% of newcomer students receiving targeted support demonstrated growth on post-assessments. As a first-year implementation, challenges included inconsistent data collection, limited clarity on the rubric, and varying teacher capacity to use the tool effectively. Despite this, available data was used to guide instruction. 1.4 Rocketship Reads

The school has reintroduced the Word Millionaire program through a soft launch and is planning for a full implementation at the start of the next school year. Student engagement has increased, as students are motivated by the rewards available through the student store. The school has also established a weekly DEAR (Drop Everything and Read) time on Thursdays. Students consistently have access to books, which are sent home regularly to support ongoing reading practice.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 Special Education Supports budgeted expenditures \$ 368,501 and estimated actuals \$ 582,698 difference was due to the increased need for special education contracted staff due to open roles and higher than anticipated special education support needs. Contracted staff are more expensive than hiring internal staff.

Action 1.4 Rocketship Reads budgeted expenditures \$ 117,331 and estimated actuals \$ 140,402 difference was due to more Humanities teachers hired than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning and 1.5 Rocketship Reads actions have been showing limited effectiveness overall, as evidenced by decreased scores on the CAASPP ELA, Math and Science assessments.

NWEA K-2, where we approached our target in Math and Reading.

Our tier 2 supports during Learning Lab are showing effectiveness with 53% of students provided Tier 2 support by a tutor Tier 2 during Learning Lab time meeting their Dibels Reading growth target for Fall to Winter.

1.2 Special Education Supports actions were somewhat effective in making progress toward the goal. While key supports and inclusive practices were implemented, CAASPP outcomes for Students with Disabilities showed limited or inconsistent growth across content areas. These results suggest a need for stronger alignment of services, more consistent implementation of inclusive practices, and more strategic staffing to better support student progress.

Action 1.3 Services to Support Multilingual Students was somewhat effective. In 2024-25, we had 43% of students making progress in the English Learner Progress Indicator, an increase of 13 percentage points from the baseline data in 2022-23. In 2024-25, we had a reclassification rate of 7.9%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer.

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

Action 1.1 was modified from a "more than 1:1 student to Chromebook ratio" to "maintain a 1:1 student to Chromebook ratio". Also, the description was modified to include what will be added to the action in 2026-27.

Action 1.2 was modified to include plans for 2026-27.

Action 1.3 was modified to remove the ELPAC interim and add the ELD progress monitoring tool (as discussed in the first prompt).

Local Control and Accountability Plan

Action 1.4 was modified to remove “cohort-based” from the description of the incentives provided to students for reading.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RSA's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.		Yes

1.2	Special Education Supports	Although RSA runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology. This action will support ELA growth and achievement of our Students with Disabilities by providing supports personalized to their needs.		No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.		No

1.4	Rocketship Reads	Rocketship Alma will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity. As students are on track toward their end of year goals, they will be celebrated with recognition and incentives. Students will have two books on their level available at all times for reading. We will implement incentives for students reading throughout the day and outside of school.		Yes

Goal 2

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home <i>Data Source: Williams' Textbook Sufficiency Report</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.2	Number/% of total and EL teachers credentialed & properly assigned <i>Data Source: Internal Staffing Data Tracker</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	Maintained Data Year: 2025-26	Maintained Data Year: 2024-25
2.3	% of adopted standards including ELD standards implemented <i>Data Source: Observations and Coaching Logs</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned.

2.1 High-Quality, Research-Based Curriculum: CKLA Integrated and Knowledge was successfully adopted across campuses, with aligned unit launches and bi-weekly coaching cycles supporting implementation. Key challenges included differentiating instruction for below-grade-level readers while maintaining access to grade-level content, as well as the learning curve associated with a new curriculum. Initial differentiation resources have been developed and will continue to be refined.

2.2 Professional Development: Expanding new educator orientation into a three-day experience strengthened alignment and collaboration. The school has seen success in strengthening STEM instruction through the implementation of clear and consistent instructional structures and the use of existing curriculum. The primary challenge was differentiating support for new and returning teachers implementing the same new ELA curriculum, which will be refined moving forward.

RSA teachers report appreciation for the dedicated planning time provided, as well as for clear communication and transparency from leadership. There is also a strong emphasis on fostering an environment where teachers feel comfortable sharing their perspectives and believe their voices are heard. Teachers would like recognition that they may use different processes to achieve the same goals. Teachers also report a need to increase alignment between broader network and school goals.

2.3 Data-Driven Instructional Practices: Progress monitoring for English Learners and adoption of Amira improved efficiency and data use. The main area for growth is building teacher capacity to analyze data and take effective instructional action. A continuing RSA challenge is increasing teacher effectiveness in using data-driven instructional practices. Specifically, additional support is needed to help teachers identify and analyze the most relevant data to inform instructional decisions.

2.4 Instructional Coaching: Coaching across the building at RSA has improved, contributing to overall teacher development. New coaching tools strengthened coaches' ability to diagnose and develop teacher practice. Coaching in the moment has helped teachers to better understand their data. A key challenge is accelerating the development of first-year coaches.

2.5 Teacher Credentialing

Rocketship Public Schools has significantly expanded educator development pathways through strengthened university partnerships, increasing access to degree, intern, and residency programs. Through partnerships with Reach University and Rivet School, 10 staff members have earned bachelor's degrees and 15 are currently enrolled, creating a pipeline into credential programs and teaching roles. Rocketship currently supports over 75 educators across credentialing pathways, including Multiple Subject, Education Specialist, and PK–3 programs through Reach University, San José State University, Santa Clara County, and Loyola Marymount University. For the 2025–2026 school year, this includes 44 participants in the Reach Intern Program, 18 enrolled at SJSU (with 15 additional projected), 1 participant in the PK–3 pathway, and 5 residents in LMU's program. The Credentialing & Compliance Team partners closely with universities to streamline program implementation, allowing educators to focus on instructional practice and student outcomes. This expansion reflects significant growth from prior years when Reach was the sole partner. Looking ahead, Rocketship aims to enroll over 50 staff members in intern programs for the 2026–2027 school year.

2.6 Culturally Responsive Pedagogy: The school successfully implemented the Kimochis SEL curriculum in TK–2. The next step is refining a stronger SEL approach for grades 3–5 in 2026–2027.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.3 Data Driven Instructional Practices budgeted expenditures \$ 76,392 and estimated actuals \$ 85,576 difference was due to the need to hire additional proctors for testing.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. Staff feedback indicates they appreciate the intentional p.d. we have provided them. They loved our theme for this year–What starts here changes the world. Students shared that they loved the new curriculum because it is more engaging. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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

Action 2.1 has been modified to describe the Rocketship approach as grounded in the “Science of Reading” instead of “Balanced Literacy.” Additionally, language was modified to indicate that the school will be in the second year of CKLA implementation and is adding Tools of the Mind to support our youngest students in the development of self-regulation skills.

Action 2.5 has been modified to describe the expanded opportunities available for teachers and staff to progress towards earning a teaching credential.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RSA curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RSA operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RSA utilizes an approach grounded in the Science of Reading for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 26-27, we will be refining our approach to CK Integrated for grades 3-5, CKLA Knowledge for K-2 in the second year of implementation to pair with CKLA Skills which has already been in place. We will also be elevating our early childhood education approach by adopting Tools of the Mind to support young students develop self-regulation skills such as focusing attention, persisting at a challenging task, learning how to learn, and managing emotions.		No

2.2	Professional Development	Professional Development is a critical component of the RSA program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RSA hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RSA has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSA will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.		Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.		Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RSA teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.		Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We continue to strengthen our Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two-year route to earning their Preliminary Credential. We have also launched a new program partnership with San Jose University to support our Education Specialist. Ever expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their bachelor's degree in liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 26-27 school year.		No
2.6	Culturally Responsive Pedagogy	RSA is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	\$0	No

Goal 3

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard <i>iAuditor Internal Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
3.2	% of students feel safe on campus (As measured by student survey) <i>Data Source: Internal Survey</i>	82% Data Year: 2023-24	79% Data Year: 2024-25		75% Data Year: 2026-27	-3 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) <i>Data Source: Annual Parent Survey</i>	90% Data Year: 2023-24	89% Data Year: 2024-25		85% Data Year: 2026-27	-1 Data Year: 2024-25

Goal Analysis for 2025-26

All Goal 3 actions were implemented as planned. Successes and Challenges: In **3.1 Operations Staffing & Development**, additional training provided for operations specialists at the start of the year led to improved implementation of recess protocols, ultimately enhancing

student engagement and joy. In **3.2 Facilities Maintenance**, training operations staff on space-management systems has streamlined teacher access to materials and resulted in higher internal scores for physical space utilization. In **3.3 Safety Training**, it has been difficult for the BOMs to conduct the weekly safety walkthroughs, where they check all security systems on campus at random times to ensure they are being implemented as planned. Additional attention is being placed on conducting these safety walkthroughs each week to ensure regularity. Regarding **3.4 School-wide Operational Systems & Routines**, high student support needs earlier this year led to less frequent one-on-one meetings between the Business Operations Manager (BOM) and Operations Specialists. Schedules have since been adjusted to ensure all specialists receive their planned support moving forward. Survey feedback indicates that 90% of BOMs are very satisfied or satisfied with the monthly professional development provided. Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Action 3.1 Operations Staffing & Development budgeted expenditures \$ 496,770 and estimated actuals \$ 573,274 difference was due to additional Operations staff being hired.
- Action 3.3 Safety Training budgeted expenditures \$ 16,292 and estimated actuals \$ 12,909 difference was due to cost of safety materials being lower than expected and Business Operations Manager (BOM) compensation costs being lower than planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: % and % of families feel campus is safe: %. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.		Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.		No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.		No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No

Goal 4

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) <i>Data Source: Internal Survey</i>	82% Data Year: 2023-24	81% Data Year: 2024-25		75% Data Year: 2026-27	Data Year: 2025-26
4.2	Suspension rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25(as of 4/4/25)	0.6% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	+0.6 Data Year: 2025-26
4.3	Expulsion rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25(as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs <i>Data Source: SIS Schedule Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned.

In **4.1 Enrichment**, the school implemented a new virtual reality coding enrichment for upper grade students led by the STEAM teacher. Students from the school have been invited to Google Demo Day to present their projects at the Google Sunnyvale offices.

In **4.2 Outdoor Education and Community Experiences**, we held successful science camp trips for grades 4 and 5, as indicated by positive student and family feedback. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events.

In **4.3 Social Emotional Learning**, the challenge is in supporting students with high levels of emotional dysregulation to develop the skills to regulate their emotions. Parent and student feedback indicate that some students are in need of additional support to regulate emotions and behavior. Parents would like more consequences for unsafe student behavior.

Through the **4.4 Care Corps** action, the schools are providing support to thousands of families across the network. Our Care Closet provides free clothing to 50-100 families each month and our food distribution program serves 800 families each month. Vision to Learn is screening and testing all students and those that require additional care get free glasses and/or a referral to a specialist and support throughout that process from our Care Corps Coordinators.

Additionally, 225 families graduated from Rocketship Parent University, and we added a new set of sessions this fall with the same topics but added more mental health, parenting, grieving, and financial literacy workshops. We also partnered with a technology high school in Palo Alto who donated 25 Mac laptops to our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.2 Outdoor Education and Community Experiences budgeted expenditures \$ 59,268 and estimated actuals \$ 80,475 difference was due to Science camp expenses being higher than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (81%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. Students shared that they loved our field trips. The Care Corps action was effective as evidenced by 85% of parents who report feeling connected (As measured by parent survey

question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate—90%).

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

Action 4.2 has been modified to better describe the current camp programs.

Action 4.4 service offerings have been modified in response to feedback from families regarding their needs. The Care Corps program now devotes the majority of their efforts to combatting chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	Enrichment is a critical component of a students’ education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.		Yes

4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to connect the learning to the curriculum back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experiences are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for a 4 day overnight trip of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.		Yes

4.3	Social Emotional Learning	At Rocketship Alma we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our 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. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Alma core values: respect, responsibility, persistence, empathy, and service. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage 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 of time 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 particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. 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.		No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our 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 providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. 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.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: Food Distribution: We service 800 families every month across San Jose and East Bay. Care Closet: Free clothing families can access either at food distribution sites or on campus Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). Health Screenings: Conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. Partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. Chronic Absenteeism Support and Family Engagement Our Coordinators now partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases. In addition, Coordinators provide direct support to families through:		No

		• Family needs assessments and referrals to community resources and services • Home visits and wellness checks • Engagement in attendance recognition and celebration events on campus • Planning and co- facilitating community attendance workshops. • Supporting and leading the implementation of the RPS Attendance Escalation Protocols to strengthen and build strong family partnerships and increase student learning time.		

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement (see Action 5.1 below for how the school promotes participation of parents of unduplicated pupils and pupils with exceptional needs) and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met.

Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

5.1	Average Daily Attendance <i>Data Source: SIS Attendance Reports</i>	92.4% Data Year: 2023-24 (as of 3/29/24)	91.6% Data Year: 2024-25 (as of 4/4/25)	92.8% Data Year: 2025-26 (as of 4/28/26)	94% Data Year: 2026-27	+.4 Data Year: 2025-26
5.2	Chronic Absenteeism rate for all students and all significant subgroups <i>Data Source: SIS Attendance Reports</i>	All Students: 27.8% English Learners: 28.7% Low Income: 26.0% Students with Disabilities: 30.6% Homeless: 51.1% Asian: 0.0% Black or African American: 29.5% Hispanic/Latinx: 11.4% White: 47.1% Data Year: 2023-24 (as of 3/29/24)	All Students: 30.5% English Learners: 30.0% Low Income: 31.5% Students with Disabilities: 35.7% Homeless: 52.7% Asian: 20.0% Black or African American: 21.4% Hispanic/Latinx: 32.1% White: n<10% Data Year: 2024-25 (as of 4/4/25)	25.6% Data Year: 2025-26 (as of 4/28/26)	All Students: 20% Data Year: 2026-27	-2.2 Data Year: 2025-26
5.3	% of parents are involved (% parents on track to complete participation hours) <i>Data Source: Internal HelpCounter Data</i>	100% Data Year 2023-24 (as of 5/3/24)	68% Data Year 2024-25 (as of 4/4/25)	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26

5.4	% Home visits completed <i>Data Source: Internal Data</i>	94% Data Year 2023-24	100% Data Year: 2024-25	Data Year: 2025-26	95% Data Year 2026-27	Data Year: 2025-26
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) <i>Data Source: Annual Parent Survey</i>	84% Data Year 2023-24	91% Data Year: 2024-25	87% Data Year: 2025-26	90% Data Year 2026-27	+3 Data Year: 2025-26
5.6	% of parents connected (As measured by parent survey question, "My Rocketship school has a strong and committed community that actively encourages family participation") <i>Data Source: Annual Parent Survey</i>	87% Data Year: 2023-24	85% Data Year: 2024-25	Data Year: 2025-26	85% Data Year 2026-27	Data Year: 2025-26
5.7	Portion of parents with input into decision making (Parent survey participation rate) <i>Data Source: Annual Parent Survey</i>	91% Data Year: 2023-24	90% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned.

In **5.3 School-Family Partnership** and **5.4 Los Dichos**, each of our 13 California schools now host a Family Literacy Night at a local library. This shift is inspired by the success of last year’s event with Rocketship Redwood City Prep—featuring a storytime, interactive activities, the Five Finger Rule reading strategy, and community tables. We even enrolled five new students by the end of the night! Parent survey feedback indicates that parents were very satisfied with this event, especially those families who are not often able to attend the Los Dichos events that occur during school hours.

The partnerships with the majority of libraries have been amazing with overall very strong communication and support with providing space and book giveaways for students. The library also hosted a live bilingual performance for RSA families. Based on the success and positive feedback from this event, Rocketship plans to arrange additional live performances for next year at other schools in the region.

There is a need to strengthen School-Family Partnerships by providing more regular communication with families about student progress using the reports provided by the various assessment systems.

In **5.5 Attendance Initiatives**, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Over the past year, our work has shifted from a traditional case management model—supporting 15–20 individual cases each quarter—to a focused, systemic approach targeting Chronic Absenteeism.

Our Coordinators now partner with 40–50 families per site, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining Chronic Absenteeism rates low while supporting ADA increases. RSA has been identified as in need of additional support due to serving high risk communities facing many out of school barriers. As a result, in 2026-27 they will receive additional Nest partner support and progress monitoring.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.3 School-Family Partnership budgeted expenditures \$ 54,192 and estimated actuals \$ 67,143 difference was due to higher personnel costs than originally budgeted.

Action 5.5 Attendance Initiatives budgeted expenditures \$ 16,758 and estimated actuals \$ 23,827 difference was due to higher personnel costs than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (68%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (100%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (91%). 5.6 Attendance Initiatives was effective Average Daily Attendance (92%), by Chronic Absenteeism rate for all students and all significant subgroups (31% overall).

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

In 5.5 Attendance Initiatives, the action description has been updated to provide more detail on our program to address chronic absenteeism. We have moved away from 9 weeks of case managing 15 families to now doing outreach and support to all chronically absent families.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We have designed our family engagement model <i>with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs.</i> To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Academic Partnership Meetings: We hold Academic Partnership meetings (such as Literacy Night) to increase awareness and provide skill-building opportunities for families to partner with the school to positively impact academic student outcomes. Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Movie Nights, or Middle School Expo. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.		Yes

		Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		
5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families 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: School Site Council (SSC) and English Learner Advisory Committee (ELAC): These committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.		No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the launch of our Coordination of Services Team (COST), schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinators to ensure the program's implementation at each school. The Los Dichos Program Manager and Rocketship Coordinators meet monthly to review and discuss lesson plans and activities before going into the classroom.		No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I: Everyone has access to: • School health screenings for vision, dental and hearing. • Immunization Clinics • Rocketship Parent University courses like ESL, parenting, digital literacy workshops, etc Tier II: • Self referral ICARE Form • Proactive outreach to MKV families & conduct needs assessments • Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) • Supporting school with community attendance meetings (SART- School Attendance Review Team) • Attendance Family Workshops • Support with school wide attendance recognitions and cultural celebrations Tier III:Chronic Absenteeism Support and Family Engagement Our Coordinators partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
%	0%	\$0	%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2025 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Orange level for ELA (-53.4 SED, -58.3 EL) and Math, (-45.9 SED, -48.9 EL). The English Learner Progress Indicator is Red with 43.4% of ELs making progress towards English language proficiency. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2025, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2026 survey results showed that 79% of students feel safe on campus and 81% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of students feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2026 survey and internal data showed that 91% of parents were satisfied with their school, 68% of parents were involved in their school, 100% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. In order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$3,270,701.77	\$ 3,616,590.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	\$ 543,815	\$ 528,380
1	2	Special Education Supports	No	\$ 368,501	\$ 582,698
1	3	Services to Support Multilingual Students	No	\$ 61,961	\$ 58,147
1	4	Rocketship Reads	Yes	\$ 117,331	\$ 140,402
2	1	High quality, research-based curriculum	No	\$ 46,077	\$ 42,089
2	2	Professional Development	Yes	\$ 251,747	\$ 245,272
2	3	Data Driven Instructional Practices	Yes	\$ 76,392	\$ 85,576
2	4	Instructional Coaching	Yes	\$ 224,248	\$ 227,201
2	5	Teacher Credentialing	No	\$ 9,303	\$ -
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Operations Staffing & Development	Yes	\$ 496,770	\$ 573,274
3	2	Facilities Maintenance	No	\$ 293,575	\$ 300,175
3	3	Safety Training	No	\$ 16,292	\$ 12,909
3	4	School-wide Operational Systems & Routines	No	\$ -	\$ -
4	1	Enrichment	Yes	\$ 194,340	\$ 204,550
4	2	Outdoor Education and Community Experiences	Yes	\$ 59,268	\$ 80,475
4	3	Social Emotional Learning	Yes	\$ 173,228	\$ 169,969
4	4	Care Corps	No	\$ 120,523	\$ 125,621
5	1	Family Engagement	Yes	\$ 119,373	\$ 121,825
5	2	Family Advocacy and Leadership	No	\$ -	\$ -
5	3	School-Family Partnership	No	\$ 54,192	\$ 67,143
5	4	Los Dichos	No	\$ 27,010	\$ 27,059
5	5	Attendance Initiatives	No	\$ 16,758	\$ 23,827

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 923,974	\$ 1,892,241	\$ 2,053,918	\$ (161,677)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	\$ 352,772	\$ 375,343.49	0.000%	0.000%
1	4	Rocketship Reads	Yes	\$ 117,331	\$ 140,402.05	0.000%	0.000%
2	2	Professional Development	Yes	\$ 251,747	\$ 245,271.55	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	\$ 76,392	\$ 85,576.13	0.000%	0.000%
2	4	Instructional Coaching	Yes	\$ 224,248	\$ 227,201.11	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	\$ 496,770	\$ 573,273.69	0.000%	0.000%
4	1	Enrichment	Yes	\$ 194,340	\$ 204,549.54	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	\$ 59,268	\$ 80,475.26	0.000%	0.000%
4	3	Social Emotional Learning	Yes	\$ -		0.000%	0.000%
5	1	Family Engagement	Yes	\$ 119,373	\$ 121,824.71	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,509,485	\$ 923,974	0.000%	16.771%	\$ 2,053,918	0.000%	37.280%	\$0.00 - No Carryover	0.00% - No Carry

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

Local Control and Accountability Plan Instructions

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
Enter the metric number.
Metric
Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
- Enter the baseline when completing the LCAP for 2024–25. - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - Indicate the school year to which the baseline data applies. - The baseline data must remain unchanged throughout the three-year LCAP. - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Local Control and Accountability Plan Instructions

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it 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.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Spark Academy	Zack Turner, Principal	spark@rsed.org ; 408-622-6651

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Spark (RSK) opened in August 2013, the eighth Rocketship campus to open in San Jose. This year the school’s charter was renewed for five years by the unanimous approval of the Franklin-McKinley School District Board. The school serves approximately 546 students in grades TK-5. Rocketship Spark is one of our most diverse schools, with large populations of both Asian (34%) and Hispanic (56%) students. Approximately 57% of the students are socioeconomically disadvantaged, 10% are homeless, 48% are English learners, and 10% are students with disabilities.

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

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

All Rocketship campuses share four core values – respect, responsibility, empathy and persistence – and develop a fifth core value as a community. At RSK this fifth core value is curiosity. Students at Rocketship Spark are encouraged to be life-long learners and draw on their curiosity to understand the world around them. Our talented team of educators works collaboratively with our dedicated parent community to ensure every Rocketeer on our campus receives an individualized educational experience tailored to his or her learning needs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Spark which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

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

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

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections for the Lowest Performing Indicators (required to remain in plan for 3-Year LCAP cycle)

RSK has identified a need in English Learner Progress (Red, 31%). We will address this need by implementing 1.3 Services to Support Multilingual Students Required Action. RSK has identified a need in Chronic Absenteeism for the Students with Disabilities group (Red, 35.5%). We will address this need by implementing Required Action 1.3 Special Education Supports and 4.4 Care Corps.

2025 Dashboard Reflections

The Mathematics indicator remains Green overall, reflecting strong achievement despite a 12-point decline from the previous year. However, subgroup performance indicates areas for growth. English Learners earned a Yellow indicator, with a 12-point decrease and performance at the standard. Socioeconomically Disadvantaged students also received a Yellow indicator, with a 7-point decrease and average performance 5 points below standard. The Hispanic student subgroup received an Orange indicator, with a 10-point decrease, performing on average 40 points below standard.

The school attributes overall success to consistent implementation of the Eureka Math curriculum, along with targeted professional development for teachers and school leaders. This year there has been notable growth in educators' understanding of the math curriculum and in their ability to personalize and differentiate instruction, particularly for student subgroups. Instructional strategies include the use of scaffolds within the curriculum and co-taught math blocks, with paraprofessionals providing push-in support to meet the needs of students with specialized needs in general education classrooms.

The English Language Arts indicator declined to the Orange level due to decreases in overall student performance and across all subgroups, with the exception of Asian students. This decline is partly attributed to last year's implementation of the CKLA curriculum, during which the school served as a pilot site. Teachers experienced a learning curve as they built familiarity with the new curriculum.

In the current year, CKLA is being implemented with greater fidelity across grade levels. The school has also strengthened early literacy instruction by adding CKLA Knowledge in grades K–2 to support the development of reading comprehension during a dedicated instructional block. This work is intentionally paired with fluency instruction to address foundational skill gaps, recognizing that comprehension is more fully integrated in grades 3–5 and that many students require stronger foundational skills. Additionally, the school has expanded time for small-group reading instruction from a limited block to a full 60 minutes. All students now participate in small-group reading instruction multiple times per week, with students below benchmark receiving daily targeted support.

English Learner Progress decreased in 2024-25 as well. (Orange, 51.2%). We will address this by implementing action 1.3 Services to Support Multilingual Students, specifically focusing on strong Integrated ELD practices.

The school has maintained a 0% suspension rate (Blue) through consistent implementation of action 4.3 Social Emotional Learning.

Learning Recovery Emergency Block Grant (LREBG)

RSK has \$45,907 in unexpended LREBG funds for the 2026-27 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The RSK needs assessment substantiated findings from the 2025 Dashboard related to student academic needs in English Language Arts and Mathematics for the students with disabilities subgroup.

RSK students need tailored supports to remove barriers to success.

Although RSK runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by providing additional staffing to reduce teacher:student ratios. Metrics 1.1 and 1.2 CAASPP ELA and Math: % Met or Exceeded Standard for students with disabilities will be used to monitor the effectiveness of this action.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Rocketship Spark Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Spark Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Spark Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RSK based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 10/7/25, 1/13/26, 3/24/26, 4/19/26. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. 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 27, 2026. The LCAP was adopted on June 11, 2026.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal– Parent Coffees (9/3/25, 10/8/25, 12/3/25, 1/21/26, 2/25/26, 1/18/26, 4/15/26, 5/13/26), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 2026).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (9/16/25) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (Winter 2025).

Action 1.3 was modified based on teacher and administrator feedback that the ELPAC Interim Assessment should be discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction in place of it.

Action 1.4 Special Education Supports: Input was gathered during IEP meetings, parent conferences, and School Site Council and English Learner Advisory Committee (SSC/ELAC) meetings throughout the school year. Families and staff emphasized the importance of increased access to specialized services, improved communication between home and school, and expanded mental health supports. This input will guide continued investment in staffing, improved scheduling of services, and enhanced family communication systems moving forward.

Goal 3 Analysis includes parent feedback: Parents provided feedback suggesting improvements to operations systems at the beginning of the year. The school implemented many of their suggestions and these systems are now safer as a result.

Goal 5 Analysis includes parent feedback: Families report appreciation for more frequent and consistent communication, particularly communication that goes beyond behavior to include updates on academic progress. This increased outreach extends beyond the three annual family conferences and has strengthened family awareness of student learning. At the same time, families have expressed a need for additional support in understanding how to help their students at home, especially with the full implementation of the Eureka Math and CKLA curricula. Specifically, families are seeking clearer information about their child's current academic levels and practical resources or strategies to support learning at home.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 59.2% English Learners: 37.5% Low Income: 54.2% Students with Disabilities: 7.7% Asian: 77.8% Hispanic/Latinx: 42.0% Data Year: 2022-23	All Students: 52.4% English Learners: 28.6% Low Income: 49.6% Students with Disabilities: 9.5% Asian: 69.5% Hispanic/Latinx: 36.2% Data Year: 2023-24	All Students: 49.8% English Learners: 19.8% Low Income: 43.2% Students with Disabilities: 8% Asian: 75% Hispanic/Latinx: 31.6% Data Year: 2024-25	56% Data Year: 2025-26	All Students: -9.4 English Learners: -17.7 Low Income: -11 Students with Disabilities: +0.3 Asian: -2.8 Hispanic/Latinx: -10.3 Data Year: 2024-25

1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 60.0% English Learners: 41.8% Low Income: 50.3% Students with Disabilities: 11.5% Asian: 82.6% Hispanic/Latinx: 40.2% Data Year: 2022-23	All Students: 60.1% English Learners: 39.6% Low Income: 54.9% Students with Disabilities: 14.3% Asian: 87.8% Hispanic/Latinx: 35.5% Data Year: 2023-24	All Students: 57.4% English Learners: 32.9% Low Income: 51.6% Students with Disabilities: 16% Homeless: 30.8% Asian: 88.9% Hispanic/Latinx: 34.7% Data Year: 2024-25	65% Data Year: 2025-26	All Students: -2.6 English Learners: -8.9 Low Income: +1.3 Students with Disabilities: +4.5 Asian: +6.3 Hispanic/Latinx: -5.5 Data Year: 2024-25
1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 37.8% Low Income: 28.0% Hispanic/Latinx: 32.1% English Learners: 25.0% Data Year: 2022-23	All Students: 29.6% Low Income: 9.1% Hispanic/Latinx: 18.8% English Learners: 18.2% Data Year: 2023-24	All Students: 53.9% Low Income: 50% Asian: 63.6% Hispanic/Latinx: 38.5% Data Year: 2024-25	35% Data Year: 2025-26	All Students: +16.1 Low Income: +22 Hispanic/Latinx: +6.3 English Learners: N/A Data Year: 2024-25
1.4	Avg Growth Years for Reading on NWEA (K-2) <i>Data Source: NWEA MAP</i>	.98 Years Data Year: 2023-24	1.04 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	
1.5	Avg Growth Years for Math on NWEA (K-2) <i>Data Source: NWEA MAP</i>	1.04 Years Data Year: 2023-24	1.08 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	

1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) <i>Data Source: CA Dashboard</i>	31% Data Year: 2022-23	70.1% Data Year: 2023-24	51.2% Data Year: 2024-25	75% Data Year: 2025-26	+20.1 Data Year: 2024-25
1.7	EL Reclassification Rate <i>Data Source: SIS Demographics</i>	1.6% Data Year: 2023-24 (as of 3/29/24)	8.3% Data Year: 2024-2025 (as of 4/4/25)		10% Data Year: 2026-27	

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned, with the exception of Action 1.3 (Services to Support Multilingual Learners), where adjustments were made.

1.1 Personalized Learning

Small group instruction improved, resulting in more students receiving instruction at their appropriate level with targeted support to advance. Progress monitoring systems were strengthened using multiple measures to better inform instruction. A key challenge was addressing a wide range of student needs within classrooms. Variability in student levels made it difficult to consistently group students and deploy staff strategically.

1.2 Special Education Supports: An increase in the number of students qualifying for special education has created a corresponding need for additional staffing. This has presented challenges, particularly in identifying and hiring qualified staff mid-year as new students are identified. At the same time, expanded assessment practices and services have improved the timely identification of student needs, allowing for more targeted interventions. Increased collaboration among staff has strengthened the implementation of the inclusion model, resulting in greater student access to grade-level curriculum. The use of assistive technology has also increased, supporting student learning and independence.

1.3 Services to Support Multilingual Learners

The ELPAC Interim Assessment was discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction. Teachers used the tool biweekly to identify focus skills and inform grouping for Designated ELD. Implementation improved clarity around high-quality ELD instruction and supported identification of students and skills for re-teaching. Over 80% of newcomer students receiving targeted support demonstrated growth on post-assessments. As a first-year implementation, challenges included inconsistent data collection, limited clarity on the rubric, and varying teacher capacity to use the tool effectively. Despite this, available data was used to guide instruction.

1.4 Rocketship Reads

The school has further strengthened its focus on reading engagement by incorporating daily DEAR (Drop Everything and Read) at the start of the year. During this time, both teachers and students read books of their choice, with teachers modeling the joy of reading that the school aims to instill in students. In addition, classroom libraries across humanities classrooms have been revamped to ensure students have access to a wide range of texts and dedicated time to select books that interest them.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 Special Education Supports budgeted expenditures \$ 362,074 and estimated actuals \$ 682,041 difference was due to the increased need for special education contracted staff due to open roles and higher than anticipated special education support needs. Contracted staff are more expensive than hiring internal staff.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.5 Rocketship Reads actions have been showing some effectiveness overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we exceeded our target. With regard to CAASPP ELA and Math, the actions are showing less effectiveness with score decreases in both subject areas.

Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address. Our tier 2 supports during Learning Lab are showing effectiveness with 53% of students provided Tier 2 support by a tutor Tier 2 during Learning Lab time meeting their Dibels Reading growth target for Fall to Winter.

1.2 Special Education Supports were effective in making progress toward the goal. RSK demonstrated mixed results in CAASPP outcomes for students with disabilities. Implementation of inclusive practices and support services improved access to instruction; however, results indicate some variability, and continued refinement is needed to further accelerate student outcomes.

Action 1.3 Services to Support Multilingual Students was somewhat effective. In 2024-25, we had 51% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 7.9%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer.

Action 1.4 Rocketship Reads was modified to add that teachers model reading as an everyday activity to "promote a love of reading."

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

Action 1.1 was modified from a “more than 1:1 student to Chromebook ratio” to “maintain a 1:1 student to Chromebook ratio”. Also, the description was modified to include what will be added to the action in 2026-27.

Action 1.2 was modified to include plans for 2026-27.

Action 1.3 was modified to remove the ELPAC interim and add the ELD progress monitoring tool (as discussed in the first prompt).

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RSK's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	\$ (\$ Title I)	Yes
1.2	Special Education Supports	Although RSK runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology. This action will include supports as needed to ensure regular attendance of our Students with Disabilities.	\$	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	\$	No
1.4	Rocketship Reads	Rocketship Spark will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity to promote a love of reading.	\$	Yes

Goal 2

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home <i>Data Source: Williams' Textbook Sufficiency Report</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.2	Number/% of total and EL teachers credentialed & properly assigned <i>Data Source: Internal Staffing Data Tracker</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	Maintained Data Year: 2025-26	Maintained Data Year: 2024-25
2.3	% of adopted standards including ELD standards implemented <i>Data Source: Observations and Coaching Logs</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned.

2.1 High-Quality, Research-Based Curriculum: CKLA Integrated and Knowledge was successfully adopted across campuses, with aligned unit launches and bi-weekly coaching cycles supporting implementation. Key challenges included differentiating instruction for below-grade-level readers while maintaining access to grade-level content, as well as the learning curve associated with a new curriculum. Initial differentiation resources have been developed and will continue to be refined.

2.2 Professional Development: Expanding new educator orientation into a three-day experience strengthened alignment and collaboration. The primary challenge was differentiating support for new and returning teachers implementing the same curriculum, which will be refined moving forward.

2.3 Data-Driven Instructional Practices: The school has made progress in strengthening data use through more efficient progress monitoring for English Learners and the adoption of Amira. RSK has consistently executed data analysis meetings shortly after assessments, allowing teachers to identify gaps from previous modules and plan targeted instruction while maintaining pacing with the full curriculum. The Instructional Leadership Team has also established common planning time within content clusters, supported by coaching, to analyze student work and exit ticket data. These structures have supported more focused identification of instructional next steps to address learning gaps. The primary area for growth is continuing to build teacher capacity to deeply analyze data and translate insights into effective instructional actions.

2.4 Instructional Coaching: New coaching tools strengthened coaches' ability to diagnose and develop teacher practice. Coaching in the moment has helped teachers to better understand their data. A key challenge is accelerating the development of first-year coaches.

2.5 Teacher Credentialing

Rocketship Public Schools has significantly expanded educator development pathways through strengthened university partnerships, increasing access to degree, intern, and residency programs. Through partnerships with Reach University and Rivet School, 10 staff members have earned bachelor's degrees and 15 are currently enrolled, creating a pipeline into credential programs and teaching roles. Rocketship currently supports over 75 educators across credentialing pathways, including Multiple Subject, Education Specialist, and PK–3 programs through Reach University, San José State University, Santa Clara County, and Loyola Marymount University. For the 2025–2026 school year, this includes 44 participants in the Reach Intern Program, 18 enrolled at SJSU (with 15 additional projected), 1 participant in the PK–3 pathway, and 5 residents in LMU's program. The Credentialing & Compliance Team partners closely with universities to streamline program implementation, allowing educators to focus on instructional practice and student outcomes. This expansion reflects significant growth from prior years when Reach was the sole partner. Looking ahead, Rocketship aims to enroll over 50 staff members in intern programs for the 2026–2027 school year.

2.6 Culturally Responsive Pedagogy: The school successfully implemented the Kimochis SEL curriculum in TK–2. The next step is refining a stronger SEL approach for grades 3–5 in 2026–2027.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 High Quality, Research-based Curriculum budgeted expenditures \$ 46,339 and estimated actuals \$ 39,776 difference was due to Core curriculum expenses being lower than budgeted.

- 2.4 Instuctional Coaching budgeted expenditures \$ 224,248and estimated actuals \$ 302,062 difference was due to Instructional coaching being primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses.
- 2.5 Teacher Credentialing budgeted expenditures \$ 9,356 and estimated actuals \$ 10,521 difference was due to more credentialing support being needed for teachers than initially expected, and higher than anticipated costs from external partnership with Reach University.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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

Action 2.1 has been modified to describe the Rocketship approach as grounded in the “Science of Reading” instead of “Balanced Literacy.” Additionally, language was modified to indicate that the school will be in the second year of CKLA implementation and is adding Tools of the Mind to support our youngest students in the development of self-regulation skills.

Action 2.5 has been modified to describe the expanded opportunities available for teachers and staff to progress towards earning a teaching credential.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RSK curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RSK operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RSK utilizes an approach grounded in the Science of Reading for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 26-27, we will be refining our approach to CK Integrated for grades 3-5, CKLA Knowledge for K-2 in the second year of implementation to pair with CKLA Skills which has already been in place. We will also be elevating our early childhood education approach by adopting Tools of the Mind to support young students develop self-regulation skills such as focusing attention, persisting at a challenging task, learning how to learn, and managing emotions.	\$	No

2.2	Professional Development	Professional Development is a critical component of the RSK program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RSK hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RSK has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSK will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.	\$	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	\$	Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RSK teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.	\$	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We continue to strengthen our Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two-year route to earning their Preliminary Credential. We have also launched a new program partnership with San Jose University to support our Education Specialist. Ever expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their bachelor's degree in liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 26-27 school year.	\$	No
2.6	Culturally Responsive Pedagogy	RSK is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	\$0	No

Goal 3

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard <i>iAuditor Internal Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
3.2	% of students feel safe on campus (As measured by student survey) <i>Data Source: Internal Survey</i>	81% Data Year: 2023-24	79% Data Year: 2024-25		75% Data Year: 2026-27	-2 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) <i>Data Source: Annual Parent Survey</i>	86% Data Year: 2023-24	93% Data Year: 2024-25		85% Data Year: 2026-27	+7 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing & Development, additional training provided for operations specialists at the start of the year led to improved implementation of recess protocols, ultimately enhancing student

engagement and joy. Parents provided feedback suggesting improvements to operations systems at the beginning of the year. The school implemented many of their suggestions and these systems are now safer as a result.

In 3.2 Facilities Maintenance, training operations staff on space-management systems has streamlined teacher access to materials and resulted in higher internal scores for physical space utilization. In 3.3 Safety Training, it has been difficult for the BOMs to conduct the weekly safety walkthroughs, where they check all security systems on campus at random times to ensure they are being implemented as planned. Additional attention is being placed on conducting these safety walkthroughs each week to ensure regularity.

Regarding 3.4 School-wide Operational Systems & Routines, high student support needs earlier this year led to less frequent one-on-one meetings between the Business Operations Manager (BOM) and Operations Specialists. Schedules have since been adjusted to ensure all specialists receive their planned support moving forward. Survey feedback indicates that 90% of BOMs are very satisfied or satisfied with the monthly professional development provided. Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1 Operations Staffing & Development budgeted expenditures \$ 525,370 and estimated actuals \$ 440,966 difference was due to fewer Operations staff being hired due to challenges hiring and retaining staff.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 85% and % of families feel campus is safe: 94%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	\$	Yes
3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	\$	No

3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	\$	No
3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No

Goal 4

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) <i>Data Source: Internal Survey</i>	80% Data Year: 2023-24	80% Data Year: 2024-25		75% Data Year: 2026-27	-4 Data Year: 2025-26
4.2	Suspension rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-2025 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.3	Expulsion rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-2025 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs <i>Data Source: SIS Schedule Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned.

In **4.1 Enrichment**, the school implemented a new virtual reality coding enrichment for upper grade students led by the STEAM teacher. Students from the school have been invited to Google Demo Day to present their projects at the Google Sunnyvale offices.

In **4.2 Outdoor Education and Community Experiences**, the school successfully implemented science camp trips for grades 4 and 5, with strong positive feedback from both students and families. These trips serve as a capstone experience, with participants returning with stronger peer relationships and increased maturity. The experience also reinforces the school’s core value of curiosity, as students are able to apply their learning beyond the classroom setting. A noted challenge within this area is scheduling the trips, particularly in balancing availability with other competing events on the school calendar.

Through the **4.4 Care Corps** action, the schools are providing support to thousands of families across the network. Our Care Closet provides free clothing to 50-100 families each month and our food distribution program serves 800 families each month. Vision to Learn is screening and testing all students and those that require additional care get free glasses and/or a referral to a specialist and support throughout that process from our Care Corps Coordinators.

Additionally, 225 families graduated from Rocketship Parent University, and we added a new set of sessions this fall with the same topics but added more mental health, parenting, grieving, and financial literacy workshops. We also partnered with a technology high school in Palo Alto who donated 25 Mac laptops to our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.1 Enrichment budgeted expenditures \$ 194,340 and estimated actuals \$ 247,007 difference was due to additional enrichment center coordinators due to shifts in staffing.

Action 4.2 Outdoor Education and Community Experiences budgeted expenditures \$ 59,605 and estimated actuals \$ 76,507 difference was due to Science camp expenses being higher than expected.

Action 4.3 Social Emotional Learning budgeted expenditures \$ 164,698 and estimated actuals \$ 182,588 difference was due to higher than anticipated Wellness-associated costs.

Action 4.4 Care Corps budgeted expenditures \$ 114,588 and estimated actuals \$ 134,948 difference was due to Care Corps Coordinator and support staff costs being higher than budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (80%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 84% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate—100%).

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

Action 4.2 has been modified to better describe the current camp programs.

Action 4.4 service offerings have been modified in response to feedback from families regarding their needs. The Care Corps program now devotes the majority of their efforts to combatting chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	Enrichment is a critical component of a students’ education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	\$	Yes

4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to connect the learning to the curriculum back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experiences are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for a 4 day overnight trip of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	\$	Yes

4.3	Social Emotional Learning	At Rocketship Spark we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our 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. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Spark core values: respect, responsibility, persistence, empathy, and curiosity. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage 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 of time 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 particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. 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. Our 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.	\$	No

		We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. 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.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: Food Distribution: We service 800 families every month across San Jose and East Bay. Care Closet: Free clothing families can access either at food distribution sites or on campus Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). Health Screenings: Conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. Partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. Chronic Absenteeism Support and Family Engagement Our Coordinators now partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases. In addition, Coordinators provide direct support to families through: ● Family needs assessments and referrals to community resources and services ● Home visits and wellness checks ● Engagement in attendance recognition and celebration events on campus	\$	No

		• Planning and co- facilitating community attendance workshops. • Supporting and leading the implementation of the RPS Attendance Escalation Protocols to strengthen and build strong family partnerships and increase student learning time.		

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement (see Action 5.1 below for how the school promotes participation of parents of unduplicated pupils and pupils with exceptional needs) and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met.

Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance <i>Data Source: SIS Attendance Reports</i>	93.4% Data Year: 2023-24 (as of 3/29/24)	93.9% Data Year: 2024-2025 (as of 4/4/25)	95.1% Data Year: 2025-26 (as of 4/28/26)	94% Data Year: 2026-27	+ 1.7 Data Year: 2025-26

5.2	Chronic Absenteeism rate for all students and all significant subgroups <i>Data Source: SIS Attendance Reports</i>	All Students: 27.9% English Learners: 22.1% Low Income: 24.5% Students with Disabilities: 27.8% Homeless: 35.3% Asian: 13.3% Black: 33.3% Hispanic/Latinx: 24.8% White: 5.6% Data Year: 23-24 (as of 3/29/24)	All Students: 17.9% English Learners: 21.9% Low Income: 22.4% Students with Disabilities: 25.8% Homeless: 26.7% Asian: 11.8% Black: 6.7% Hispanic/Latinx: 21.8% White: 21.4% Data Year: 24-25 (as of 4/4/25)	All Students: 13.1% Data Year: 2025-26 (as of 4/28/26)	All Students: 10% Data Year: 2026-27	-10 Data Year: 2025-26
5.3	% of parents are involved (% parents on track to complete participation hours) <i>Data Source: Internal HelpCounter Data</i>	93% Data Year 2022-23 (as of 5/3/24)	92% Data Year: 2024-2025 (as of 4/4/25)	Data Year: 2025-26	90% Data Year: 2026-27	Data Year: 2025-26
5.4	% Home visits completed <i>Data Source: Internal Data</i>	99% Data Year: 2023-24	97% Data Year: 2024-25	Data Year: 2025-26	95% Data Year: 2026-27	Data Year: 2025-26

5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) <i>Data Source: Annual Parent Survey</i>	83% Data Year: 2023-24	86% Data Year: 2024-25	84% Data Year: 2025-26	90% Data Year: 2026-27	+1 Data Year: 2025-26
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) <i>Data Source: Annual Parent Survey</i>	81% Data Year: 2023-24	84% Data Year: 2024-25	Data Year: 2025-26	85% Data Year: 2026-27	Data Year: 2025-26
5.7	Portion of parents with input into decision making (Parent survey participation rate) <i>Data Source: Annual Parent Survey</i>	98% Data Year: 2023-24	100% Data Year: 2024-25	Data Year: 2025-26	90% Data Year: 2026-27	Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned.

5.1 Family Engagement: There has been a decline in family engagement, particularly in in-person participation. Many families are finding it increasingly difficult to take time off work to attend meetings and events, such as Los Dichos. In response, the school has adjusted its approach by offering monthly Parent Coffee meetings outside of the school day and on Zoom to increase accessibility. While this shift has resulted in higher overall attendance, it has also presented a challenge, as in-person settings tend to foster more active participation and sharing, whereas virtual meetings allow for broader but less interactive engagement.

5.3 School Family Partnership: Families report appreciation for more frequent and consistent communication, particularly communication that goes beyond behavior to include updates on academic progress. This increased outreach extends beyond the three annual family conferences and has strengthened family awareness of student learning. At the same time, families have expressed a need for additional support in understanding how to help their students at home, especially with the full implementation of the Eureka Math and CKLA curricula. Specifically, families are seeking clearer information about their child’s current academic levels and practical resources or strategies to support learning at home.

5.4 Los Dichos Each of our 13 California schools now host a Family Literacy Night at a local library. This shift is inspired by the success of last year’s event with Rocketship Redwood City Prep—featuring a storytime, interactive activities, the Five Finger Rule reading strategy, and community tables. We even enrolled five new students by the end of the night! Parent survey feedback indicates that parents were very satisfied with this event, especially those families who are not often able to attend the Los Dichos events that occur during school hours.

The partnerships with the majority of libraries have been amazing with overall very strong communication and support with providing space and book giveaways for students.

In **5.5 Attendance Initiatives**, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Over the past year, our work has shifted from a traditional case management model—supporting 15–20 individual cases each quarter—to a focused, systemic approach targeting Chronic Absenteeism.

Chronic absenteeism has been reduced to just over 10% year-to-date. The Care Corps Coordinator has been instrumental in communicating with families and helping them understand the impact of consistent attendance on student success. Our Coordinators now partner with 40–50 families per site, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining Chronic Absenteeism rates low while supporting ADA increases.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.3 School-Family Partnership budgeted expenditures \$ 54,192 and estimated actuals \$ 66,580 difference was due to higher personnel costs than originally budgeted.

Action 5.4 Los Dichos budgeted expenditures \$ 25,680 and estimated actuals \$ 29,068 difference was due to fluctuations in personnel costs.

Action 5.5 Attendance Initiatives budgeted expenditures \$ 16,758 and estimated actuals \$ 24,396 difference was due to higher personnel costs than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (92%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (97%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (84%). 5.6 Attendance Initiatives was effective Average Daily Attendance (95%), by Chronic Absenteeism rate for all students and all significant subgroups (13% overall).

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

In 5.5 Attendance Initiatives, the action description has been updated to provide more detail on our program to address chronic absenteeism. We have moved away from 9 weeks of case managing 15 families to now doing outreach and support to all chronically absent families.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We have designed our family engagement model <i>with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs.</i> To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Academic Partnership Meetings: We hold Academic Partnership meetings (such as Literacy Night) to increase awareness and provide skill-building opportunities for families to partner with the school to positively impact academic student outcomes. Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Movie Nights, or Middle School Expo. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.	\$113,992	Yes

		Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		
5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families 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: School Site Council (SSC) and English Learner Advisory Committee (ELAC): These committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	\$0	No
5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the launch of our Coordination of Services Team (COST), schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	\$54,192	No

5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinators to ensure the program's implementation at each school. The Los Dichos Program Manager and Rocketship Coordinators meet monthly to review and discuss lesson plans and activities before going into the classroom.	\$27,112	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I: Everyone has access to: • School health screenings for vision, dental and hearing. • Immunization Clinics • Rocketship Parent University courses like ESL, parenting, digital literacy workshops, etc Tier II: • Self referral ICARE Form • Proactive outreach to MKV families & conduct needs assessments • Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) • Supporting school with community attendance meetings (SART- School Attendance Review Team) • Attendance Family Workshops • Support with school wide attendance recognitions and cultural celebrations Tier III:Chronic Absenteeism Support and Family Engagement Our Coordinators partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases.	\$16,758	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
%	0%	\$0	%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2025 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at the orange level for ELA (EL -25.3, SED -26.1) and at the yellow level in Math (EL -0.3, SED -4.7). We had orange level performance in 2025 on the English Learner Progress Indicator, with 51.2% of students making progress towards English language proficiency. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	1.1 CAASPP ELA, 1.2 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2025, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. Many of these families also need additional communication, in languages other than English in order to be engaged and able to provide input.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	Not applicable	Not applicable	Not applicable

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

Local Control and Accountability Plan

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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. RSK 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 Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,380,793.98	\$ 3,841,000.81

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	\$ 758,738	\$ 778,173
1	2	Special Education Supports	No	\$ 362,074	\$ 682,041
1	3	Services to Support Multilingual Students	No	\$ 59,348	\$ 61,581
1	4	Rocketship Reads	Yes	\$ 106,019	\$ 98,190
2	1	High quality, research-based curriculum	No	\$ 46,339	\$ 39,776
2	2	Professional Development	Yes	\$ 231,649	\$ 233,450
2	3	Data Driven Instructional Practices	Yes	\$ 72,410	\$ 78,513
2	4	Instructional Coaching	Yes	\$ 224,248	\$ 302,062
2	5	Teacher Credentialing	No	\$ 9,356	\$ 10,521
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Operations Staffing & Development	Yes	\$ 525,370	\$ 440,966
3	2	Facilities Maintenance	No	\$ 230,425	\$ 235,337
3	3	Safety Training	No	\$ 16,347	\$ 14,995
3	4	School-wide Operational Systems & Routines	No	\$ -	\$ -
4	1	Enrichment	Yes	\$ 194,340	\$ 247,007
4	2	Outdoor Education and Community Experiences	Yes	\$ 59,605	\$ 76,507
4	3	Social Emotional Learning	Yes	\$ 164,698	\$ 182,588
4	4	Care Corps	No	\$ 114,588	\$ 134,948
5	1	Family Engagement	Yes	\$ 108,612	\$ 104,304
5	2	Family Advocacy and Leadership	No	\$ -	\$ -
5	3	School-Family Partnership	No	\$ 54,192	\$ 66,580
5	4	Los Dichos	No	\$ 25,680	\$ 29,068
5	5	Attendance Initiatives	No	\$ 16,758	\$ 24,396

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,508,148	\$ 1,889,061	\$ 1,993,016	\$ (103,955)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	\$ 366,808	\$ 412,016.72	0.000%	0.000%
1	4	Rocketship Reads	Yes	\$ 106,019	\$ 98,189.97	0.000%	0.000%
2	2	Professional Development	Yes	\$ 231,649	\$ 233,450.24	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	\$ 72,410	\$ 78,512.55	0.000%	0.000%
2	4	Instructional Coaching	Yes	\$ 224,248	\$ 302,062.08	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	\$ 525,370	\$ 440,966.33	0.000%	0.000%
4	1	Enrichment	Yes	\$ 194,340	\$ 247,006.96	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	\$ 59,605	\$ 76,507.46	0.000%	0.000%
4	3	Social Emotional Learning	Yes	\$ -		0.000%	0.000%
5	1	Family Engagement	Yes	\$ 108,612	\$ 104,303.76	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 6,140,338	\$ 1,508,148	0.000%	24.561%	\$ 1,993,016	0.000%	32.458%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

Local Control and Accountability Plan Instructions

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
Enter the metric number.
Metric
Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
- Enter the baseline when completing the LCAP for 2024–25. - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - Indicate the school year to which the baseline data applies. - The baseline data must remain unchanged throughout the three-year LCAP. - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Local Control and Accountability Plan Instructions

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it 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.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Sí Se Puede Academy	Kimberly Hung, Principal	sisepuede@rsed.org ; (408) 824-5180

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Sí Se Puede Academy (RSSP) opened in August 2009, the second Rocketship campus to open in San Jose. The campus serves approximately 271 TK-5 students. Approximately 83% of the students are socioeconomically disadvantaged, 15% are Homeless Youth, 66% are English learners, 87% are Hispanic/Latinx and 10% are Asian. Additionally, approximately 12% of students qualify for special education services.

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

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

All Rocketship campuses share four core values – respect, responsibility, empathy and persistence – and develop a fifth core value as a community. At RSSP this fifth core value is healthy choices. At Rocketship Sí Se Puede, our students and their families are committed to making healthy choices for their bodies and minds. We supplement our students' learning by exposing them to concepts of food system sustainability, various forms of physical exercise, growing plants, and visiting the nearby community garden.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Sí Se Puede which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA

Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

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

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

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2025 Dashboard Reflections

English Language Arts achievement maintained at the Orange level (-46.5) and **Mathematics** achievement increased 10.6 points to -32.7 (Yellow). We will build on this by continuing to implement action 1.1 Personalized Learning.

The percentage of **English Learners** making progress or maintaining at the highest level on the ELPAC increased 3.3 percentage points to 43.9% (Yellow). This year we implemented a new system for frequent progress monitoring of Multilingual students. Using data from the

progress monitoring tool, focus students have been identified for additional language supports. We plan to continue this practice through implementation of Action 1.3 Services to Support Multilingual Students next year.

Chronic Absenteeism earned a red indicator for all students and all subgroups due to increases in the chronic absence rate (25.3%). This has been a stubborn issue since the pandemic and the school shall continue to strengthen implementation of action 4.4 Care Corps and 5.5 Attendance Initiatives to address it. This year the supports provided through Care Corps have been very helpful in getting students to school more regularly. Additionally, the principal started checking in with families in danger of chronic absenteeism earlier in the year to find out what needs they had and ensure there was a plan in place to address those needs.

The school has maintained a 0% **Suspension** rate (Blue) through consistent implementation of action 4.3 Social Emotional Learning.

Targeted Support and Improvement (TSI)

In the 2025-26 school year, our school was identified for Targeted Support and Improvement (TSI) based on the data from the 2025 California School Dashboard, showing Homeless students in the lowest status level for the Chronic Absenteeism indicator. This plan will address how these students will be supported through implementation of evidence-based strategies found in LCAP Actions 5.5 Attendance Initiatives and 4.4 Care Corps.

Learning Recovery Emergency Block Grant (LREBG)

RSSP has \$29,021 in unexpended LREBG funds for the 2026-27 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The RSSP needs assessment substantiated findings from the 2025 Dashboard related to student academic needs in English Language Arts and Mathematics for the students with disabilities subgroup.

RSSP students need tailored supports to remove barriers to success.

Although RSSP runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by providing additional staffing to reduce teacher:student ratios. Metrics 1.1 and 1.2 CAASPP ELA and Math: % Met or Exceeded Standard for students with disabilities will be used to monitor the effectiveness of this action.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Rocketship Sí Se Puede Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Sí Se Puede Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Sí Se Puede Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RSSP based on the CA School Dashboard for 2025 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 9/9/25, 12/9/25, 2/10/26, and 5/12/26). Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. 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 27, 2026. The LCAP was adopted on June 11, 2026.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (9/3/25, 10/1/25, 11/5/25, 12/3/25, 1/7/26, 2/4/26, 3/4/26, 4/1/26, 5/6/26), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 2026).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (10/21/25) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18th - December 6th).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Action 1.3 was modified based on teacher and administrator feedback that the ELPAC Interim Assessment should be discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction in place of it.

Action 1.4 Special Education Supports: Input was gathered during IEP meetings, parent conferences, and School Site Council and English Learner Advisory Committee (SSC/ELAC) meetings throughout the school year. Families and staff emphasized the importance of increased access to specialized services, improved communication between home and school, and expanded mental health supports. This input will guide continued investment in staffing, improved scheduling of services, and enhanced family communication systems moving forward.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 59.2% English Learners: 37.5% Low Income: 54.2% Students with Disabilities: 7.7% Asian: 77.8% Hispanic/Latinx: 42.0% Data Year: 2022-23	All Students: 31.0% English Learners: 17.6% Low Income: 28.6% Students with Disabilities: 12.5% Hispanic/Latinx: 29.1% Data Year: 2023-24	All Students: 34.8% English Learners: 21.3% Low Income: 33.3% Students with Disabilities: 17.7% Homeless: 21.1% Hispanic/Latinx: 33.3% Data Year: 2024-25	36% Data Year: 2025-26	All Students: -24.4 English Learners: -16.2 Low Income: -10.9 Students with Disabilities: +10 Hispanic/Latinx: -8.7 Data Year: 2024-25
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 60.0% English Learners: 41.8% Low Income: 50.3% Students with Disabilities: 11.5% Asian: 82.6% Hispanic/Latinx: 40.2% Data Year: 2022-23	All Students: 28.1% English Learners: 19.0% Low Income: 25.7% Students with Disabilities: 6.3% Hispanic/Latinx: 25.9% Data Year: 2023-24	All Students: 41.9% English Learners: 29% Low Income: 39.5% Students with Disabilities: 23.5% Homeless: 25% Hispanic/Latinx: 40% Data Year: 2024-25	32% Data Year: 2025-26	All Students: -18.1 English Learners: -12.8 Low Income: -10.8 Students with Disabilities: +12 Hispanic/Latinx: -0.2 Data Year: 2024-25

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups <i>Data Source: Data Quest</i>	All Students: 15.4% English Learners: 0.0% Low Income: 16.7% Hispanic/Latinx: 18.2% Data Year: 2022-23	All Students: 16.7% English Learners: 0.0% Low Income: 15.8% Hispanic/Latinx: 13.6% Data Year: 2023-24	All Students: 16.7% Low Income: 13.3% Hispanic/Latinx: 17.7% Data Year: 2024-25	22% Data Year: 2025-26	All Students: +1.3 Low Income: -3.4 Hispanic/Latinx: -0.5 Data Year: 2024-25
1.4	Avg Growth Years for Reading on NWEA (K-2) <i>Data Source: NWEA MAP</i>	.76 Years Data Year: 2023-24	1.11 Years Data Year: 2024-25	1.31 Years Data Year: 2025-26	1.2 Years Data Year: 2026-27	+ .99 Data Year: 2025-26
1.5	Avg Growth Years for Math on NWEA (K-2) <i>Data Source: NWEA MAP</i>	1.07 Years Data Year: 2023-24	1.18 Years Data Year: 2024-25	1.94 Years Data Year: 2025-26	1.2 Years Data Year: 2026-27	+ .66 Data Year: 2025-26
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) <i>Data Source: CA Dashboard</i>	47% Data Year: 2022-23	40.6% Data Year: 2023-24	43.9% Data Year: 2024-25	46% Data Year: 2025-26	-3.1 Data Year: 2024-25
1.7	EL Reclassification Rate <i>Data Source: SIS Demographics</i>	3.3% Data Year: 2023-24 (as of 3/29/24)	7.9% Data Year: 2024-25 (as of 4/4/25)		10% Data Year: 2026-27	+4.6 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned, except for in Action 1.3 Services to Support Multilingual Students, the ELPAC Interim Assessment was not administered as planned. Instead, the school began using an English Language Development Progress Monitoring (ELD PM) Tool that is used by teachers to monitor student progress during instruction. The ELD PM supports teacher development on understanding the language continuum and the observable indicators of developing language skills. Teachers progress monitor students every two weeks and use the data to identify focus skills and student groupings for Designated ELD instruction.

In **1.1 Personalized Learning**, small group instruction has been improved this year ensuring all students are getting the practice at the right instructional level along with explicit instruction to progress to the next level. Online learning program (OLP) usage has also increased with the implementation of a Rocketship-wide competition that incentivizes both students and teachers for meeting specific benchmarks. Progress monitoring has been built out to better monitor where students are in order to target instruction. Learning lab teachers know what students are working on at all times and have a plan to get them to their goal by the end of each week. It is a consistent challenge to adjust instruction across a broad range of needs and use staff strategically to address these needs. At the beginning of the year, it is challenging for the youngest students to use the technology to complete lessons, but this has improved as the year progressed.

In **1.2 Special Education Supports**, the implementation of additional assessments and expanded support services allowed for more timely identification of student needs and more targeted interventions. Increased collaboration among special education staff, general education teachers, and related service providers improved alignment of supports within the inclusion model. Students demonstrated improved access to grade-level curriculum, and there was increased use of assistive technology to support learning and independence. At RSSP, there has been an increase in needs for behavior supports for students with disabilities that has been addressed by hiring additional paraprofessionals to support this subgroup.

In **1.3 Services to Support Multilingual Students**, the implementation of the English Language Development Progress Monitoring (ELD PM) Tool has been successful and the teachers have found the data useful for planning instruction. Students continue to receive daily DELD instruction that focuses on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing.

In **1.4 Rocketship Reads**, students are reading more with individual reading books checked out weekly, reading centers during the Humanities block and reading time at Launch at least weekly. Additionally, all students are reading a book as part of the curriculum in one of their classes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 Special Education Supports budgeted expenditures \$ 177,969 and estimated actuals \$ 285,820 difference was due to the increased need for special education contracted staff due to open roles and higher than anticipated special education support needs. Contracted staff are more expensive than hiring internal staff.

Action 1.3 Services to Support Multilingual Learners budgeted expenditures \$ 40,105 and estimated actuals \$ 32,556 difference was due to the ELL software and multi-lingual support staff compensation costs being lower than expected.

Action 1.4 Rocketship Reads budgeted expenditures \$ 41,110 and estimated actuals \$ 53,541 difference was due to fluctuations in personnel costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.5 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we exceeded our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we met our overall target in Math and approached our target in ELA. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address. Our tier 2 supports during Learning Lab are showing effectiveness with 53% of students provided Tier 2 support by a tutor Tier 2 during Learning Lab time meeting their Dibels Reading growth target for Fall to Winter.

1.2 Special Education Supports were highly effective in making progress toward the goal. RSSP demonstrated strong gains in CAASPP outcomes for Students with Disabilities, including notable year-over-year improvement in math and ELA. The consistent implementation of inclusive practices, strategic staffing, and targeted supports resulted in increased access to grade-level curriculum and measurable academic growth.

Action 1.3 Services to Support Multilingual Students was somewhat effective. In 2024-25, we had 44% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 7.9%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer.

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

Action 1.1 was modified from a “more than 1:1 student to Chromebook ratio” to “maintain a 1:1 student to Chromebook ratio”. Also, the description was modified to include what will be added to the action in 2026-27.

Action 1.2 was modified to include plans for 2026-27.

Action 1.3 was modified to remove the ELPAC interim and add the ELD progress monitoring tool (as discussed in the first prompt).

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RSSP's key instructional practices include personalization, blended learning, data-driven instruction, intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 2026-27, the school will maintain the same ELA and Math Tier 2 curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.		Yes

1.2	Special Education Supports (LREBG)	Although RSSP runs an inclusion model, we recognize that our students with disabilities (SWD) require additional academic, social-emotional, and adaptive supports to be successful. For 2026–27, the school will deepen its commitment to inclusive practices by strengthening co-teaching models, increasing professional development on Universal Design for Learning (UDL), differentiation, and accommodations, and ensuring students have greater access to grade-level curriculum within the general education setting. Strategic staffing decisions will be prioritized to better align services to student needs, including more intentional scheduling of special education staff, related service providers, and support personnel to maximize push-in services and minimize instructional disruption. The school will also continue to provide comprehensive assessments (psycho-educational, speech-language, and occupational therapy), expand access to mental health and behavioral supports, and ensure the availability of appropriate instructional materials and assistive technology to promote student independence and success.	\$	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 25-26, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in an internal English Language Development Progress Monitoring Tool (ELD PM) that requires teachers to use a rubric aligned to the CA ELD Stands Proficiency Level Descriptors to assess student's language abilities. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 26-27, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the ELD PM. For integrated ELD strategies, we will continue to use comprehensible input and GLAD strategies so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	\$	No
1.4	Rocketship Reads	Rocketship Sí Se Puede will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity, implementing reading intervention, and providing incentives to celebrate students for reading at school and at home.	\$	Yes

Goal 2

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home <i>Data Source: Williams' Textbook Sufficiency Report</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.2	Number/% of total and EL teachers credentialed & properly assigned <i>Data Source: Internal Staffing Data Tracker</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	Maintained Data Year: 2025-26	Maintained Data Year: 2024-25
2.3	% of adopted standards including ELD standards implemented <i>Data Source: Observations and Coaching Logs</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned.

2.1 High-Quality, Research-Based Curriculum: CKLA Integrated and Knowledge was successfully adopted and teachers are implementing with fidelity, with aligned unit launches and bi-weekly coaching cycles supporting implementation. The students seem to like the topics that include more science and social studies than the previously used curriculum. Key challenges included differentiating instruction for below-grade-level readers while maintaining access to grade-level content, as well as the learning curve associated with a new curriculum. Initial differentiation resources have been developed and will continue to be refined.

2.2 Professional Development: Expanding new educator orientation into a three-day experience strengthened alignment and collaboration. The primary challenge was differentiating support for new and returning teachers implementing the same curriculum, which will be refined moving forward. RSSP has a veteran teacher who delivers the professional development sessions and this is appreciated by the other teachers.

2.3 Data-Driven Instructional Practices: Progress monitoring for English Learners and adoption of Amira improved efficiency and data use. The main area for growth is building teacher capacity to analyze data and take effective instructional action.

2.4 Instructional Coaching: New coaching tools strengthened coaches' ability to diagnose and develop teacher practice. Coaching in the moment has helped teachers to better understand their data. A key challenge is accelerating the development of first-year coaches.

2.5 Teacher Credentialing

Rocketship Public Schools has significantly expanded educator development pathways through strengthened university partnerships, increasing access to degree, intern, and residency programs. Through partnerships with Reach University and Rivet School, 10 staff members have earned bachelor's degrees and 15 are currently enrolled, creating a pipeline into credential programs and teaching roles. Rocketship currently supports over 75 educators across credentialing pathways, including Multiple Subject, Education Specialist, and PK–3 programs through Reach University, San José State University, Santa Clara County, and Loyola Marymount University. For the 2025–2026 school year, this includes 44 participants in the Reach Intern Program, 18 enrolled at SJSU (with 15 additional projected), 1 participant in the PK–3 pathway, and 5 residents in LMU's program. RSSP has four teachers completing the intern program this year and all four plan to return to the school next year.

The Credentialing & Compliance Team partners closely with universities to streamline program implementation, allowing educators to focus on instructional practice and student outcomes. This expansion reflects significant growth from prior years when Reach was the sole partner. Looking ahead, Rocketship aims to enroll over 50 staff members in intern programs for the 2026–2027 school year.

2.6 Culturally Responsive Pedagogy: The school successfully implemented the Kimochis SEL curriculum in TK–2. The next step is refining a stronger SEL approach for grades 3–5 in 2026–2027.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 High Quality, Research-based Curriculum budgeted expenditures \$ 22,253 and estimated actuals \$ 28,981 difference was due to Core curriculum expenses being higher than budgeted.

Action 2.3 Data Driven Instructional Practices budgeted expenditures \$ 38,545 and estimated actuals \$ 47,314 difference was due to the school needing to hire additional proctors to support with testing.

Action 2.4 Instructional Coaching budgeted expenditures \$ 112,124 and estimated actuals \$ 979 difference was due to instructional coaching being primarily conducted by Assistant Principals. This school had fewer AP's on staff this year vs. budget, resulting in lower instructional coaching expenses.

Action 2.5 Teacher Credentialing budgeted expenditures \$ 4,493 and estimated actuals \$ 2,500 difference was due to less credentialing support needed for teachers than initially expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. Teacher feedback also indicates that teachers feel they are receiving strong coaching and professional development and that they are growing in their practice. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%. Teachers appreciate the supports from the network toward their credentialing.

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

Action 2.1 has been modified to describe the Rocketship approach as grounded in the “Science of Reading” instead of “Balanced Literacy.” Additionally, language was modified to indicate that the school will be in the second year of CKLA implementation and is adding Tools of the Mind to support our youngest students in the development of self-regulation skills.

Action 2.5 has been modified to describe the expanded opportunities available for teachers and staff to progress towards earning a teaching credential.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RSSP curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RSSP operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RSSP utilizes an approach grounded in the Science of Reading for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 26-27, we will be refining our approach to CK Integrated for grades 3-5, CKLA Knowledge for K-2 in the second year of implementation to pair with CKLA Skills which has already been in place. We will also be elevating our early childhood education approach by adopting Tools of the Mind to support young students develop self-regulation skills such as focusing attention, persisting at a challenging task, learning how to learn, and managing emotions.		No

2.2	Professional Development	Professional Development is a critical component of the RSSP program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RSSP hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RSSP has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSSP will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.		Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.		Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RSSP teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.		Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We continue to strengthen our Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two-year route to earning their Preliminary Credential. We have also launched a new program partnership with San Jose University to support our Education Specialist. Ever expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their bachelor's degree in liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 26-27 school year.		No
2.6	Culturally Responsive Pedagogy	RSSP is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	\$0	No

Goal 3

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard <i>iAuditor Internal Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
3.2	% of students feel safe on campus (As measured by student survey) <i>Data Source: Internal Survey</i>	79% Data Year: 2023-24	75% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-4 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) <i>Data Source: Annual Parent Survey</i>	88% Data Year: 2023-24	83% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	-5 Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing & Development, additional training provided for operations specialists at the start of the year led to improved implementation of recess protocols, ultimately enhancing student engagement and joy. All safety drills are occurring as planned and evacuation times have decreased this year. Two of our operations staff

members have been out on leave resulting in shifting responsibilities for other staff members and bringing on a substitute. Despite this challenge, due to strong operations systems and routines, everything has run smoothly. In 3.2 Facilities Maintenance, training operations staff on space-management systems has streamlined teacher access to materials and resulted in higher internal scores for physical space utilization. In 3.3 Safety Training, it has been difficult for the BOMs to conduct the weekly safety walkthroughs, where they check all security systems on campus at random times to ensure they are being implemented as planned. Additional attention is being placed on conducting these safety walkthroughs each week to ensure regularity.

Regarding 3.4 School-wide Operational Systems & Routines, high student support needs earlier this year led to less frequent one-on-one meetings between the Business Operations Manager (BOM) and Operations Specialists. Schedules have since been adjusted to ensure all specialists receive their planned support moving forward. Survey feedback indicates that 90% of BOMs are very satisfied or satisfied with the monthly professional development provided. Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.3 Safety Training budgeted expenditures \$ 11,269 and estimated actuals \$ 13,996 difference was due to cost of safety materials being higher than expected and Business Operations Manager (BOM) compensation costs being higher than planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 85% and % of families feel campus is safe: 94%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

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

There are no planned changes.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.		Yes
3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.		No

3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.		No
3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No

Goal 4

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) <i>Data Source: Internal Survey</i>	82% Data Year: 2023-24	82% Data Year: 2024-25		75% Data Year: 2026-27	-4 Data Year: 2025-26
4.2	Suspension rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.3	Expulsion rate for all students and all significant subgroups <i>Data Source: SIS Discipline Reports</i>	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs <i>Data Source: SIS Schedule Data</i>	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned.

In **4.1 Enrichment**, the school implemented a new virtual reality coding enrichment for upper grade students led by the STEAM teacher. Three students from the school are going to Google Demo Day to present their projects at the Google Sunnyvale offices.

In **4.2 Outdoor Education and Community Experiences**, we held successful science camp trips for grades 4 and 5, as indicated by positive student and family feedback. Every grade will go on at least one field trip by the end of the school year. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events.

Through the **4.4 Care Corps** action, the schools are providing support to thousands of families across the network. Our Care Closet provides free clothing to 50-100 families each month and our food distribution program serves 800 families each month. Vision to Learn is screening and testing all students and those that require additional care get free glasses and/or a referral to a specialist and support throughout that process from our Care Corps Coordinators.

Additionally, 225 families graduated from Rocketship Parent University, and we added a new set of sessions this fall with the same topics but added more mental health, parenting, grieving, and financial literacy workshops. We also partnered with a technology high school in Palo Alto who donated 25 Mac laptops to our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1 Enrichment budgeted expenditures \$ 129,560 and estimated actuals \$ 115,895 difference was due to fewer enrichment center coordinators due to shifts in staffing.

4.2 Outdoor Education and Community Experiences budgeted expenditures \$ 28,624 and estimated actuals \$ 34,703 difference was due to Science camp expenses being higher than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (82%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 83% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate—91%).

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

Action 4.2 has been modified to better describe the current camp programs.

Action 4.4 service offerings have been modified in response to feedback from families regarding their needs. The Care Corps program now devotes the majority of their efforts to combatting chronic absenteeism. Action 4.2 has been modified to better describe the current camp programs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.		Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to connect the learning to the curriculum back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experiences are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for a 4 day overnight trip of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.		Yes

		At Rocketship Sí Se Puede we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our 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. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Sí Se Puede core values: respect, responsibility, persistence, empathy, and community. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.		No
4.3	Social Emotional Learning	In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time 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 particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. 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. Our 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 providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. 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.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: Food Distribution: We service 800 families every month across San Jose and East Bay. Care Closet: Free clothing families can access either at food distribution sites or on campus Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). Health Screenings: Conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. Partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. Chronic Absenteeism Support and Family Engagement Our Coordinators now partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases. In addition, Coordinators provide direct support to families through: ● Family needs assessments and referrals to community resources and services		No

		• Home visits and wellness checks • Engagement in attendance recognition and celebration events on campus • Planning and co- facilitating community attendance workshops. • Supporting and leading the implementation of the RPS Attendance Escalation Protocols to strengthen and build strong family partnerships and increase student learning time.		

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance <i>Data Source: SIS Attendance Reports</i>	92.8% Data Year: 2023-24 (as of 3/29/24)	92.7% Data Year: 2024-25 (as of 4/4/25)	94.3% Data Year: 2025-26 (as of 4/28/26)	94% Data Year: 2026-27	+1.5 Data Year: 2025-26

5.2	Chronic Absenteeism rate for all students and all significant subgroups <i>Data Source: SIS Attendance Reports</i>	All Students: 23.9% English Learners: 21.5% Low Income: 24.8% Students with Disabilities: 15.2% Homeless: 37.0% Asian: 10.0% Hispanic/Latinx: 24.8% Data Year: 2023-24 (as of 3/29/24)	All Students: 26.7% English Learners: 29.7% Low Income: 29.4% Students with Disabilities: 25.7% Homeless: 38.3% Asian: 6.7% Hispanic/Latinx: 29.4% Black: n<10 White: n<10 Data Year: 2024-25 (as of 4/4/25)	All Students: 17.1% Data Year: 2025-26 (as of 4/28/26)	All Students: 20% Data Year: 2026-27	-6.8 Data Year: 2025-26
5.3	% of parents are involved (% parents on track to complete participation hours) <i>Data Source: Internal HelpCounter Data</i>	88% Data Year 2023-24 (as of 5/3/24)	84% Data Year: 2024-25 (as of 4/4/25)	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26
5.4	% Home visits completed <i>Data Source: Internal Data</i>	98% Data Year 2023-24	100% Data Year: 2024-25	Data Year: 2025-26	95% Data Year 2026-27	Data Year: 2025-26

5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) <i>Data Source: Annual Parent Survey</i>	80% Data Year 2023-24	89% Data Year: 2024-25	93% Data Year: 2025-26	90% Data Year 2026-27	+13 Data Year: 2025-26
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) <i>Data Source: Annual Parent Survey</i>	88% Data Year: 2023-24	83% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26
5.7	Portion of parents with input into decision making (Parent survey participation rate) <i>Data Source: Annual Parent Survey</i>	96% Data Year: 2023-24	91% Data Year: 2024-25	Data Year: 2025-26	90% Data Year 2026-27	Data Year: 2025-26

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned.

In **5.3 School-Family Partnership** and **5.4 Los Dichos**, each of our 13 California schools now host a Family Literacy Night at a local library. This shift is inspired by the success of last year’s event with Rocketship Redwood City Prep—featuring a storytime, interactive activities, the Five Finger Rule reading strategy, and community tables. The partnerships with the majority of libraries have been amazing with overall very strong communication and support with providing space and book giveaways for students.

RSSP has been able to recruit 2-3 family members per cohort to participate as readers during our monthly Los Dichos events.

There is a need to strengthen School-Family Partnerships by providing more regular communication with families about student progress using the reports provided by the various assessment systems.

In **5.5 Attendance Initiatives**, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Over the past year, our work has shifted from a traditional case management model—supporting 15–20 individual cases each quarter—to a focused, systemic approach targeting Chronic Absenteeism.

Our Coordinators now partner with 40–50 families per site, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining Chronic Absenteeism rates low while supporting ADA increases.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.5 Attendance Initiatives budgeted expenditures \$ 500 and estimated actuals \$ 1,845 difference was due to higher personnel costs than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (84%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (100%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (89%). 5.6 Attendance Initiatives was effective Average Daily Attendance (93%), by Chronic Absenteeism rate for all students and all significant subgroups (27% overall).

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

In 5.5 Attendance Initiatives, the action description has been updated to provide more detail on our program to address chronic absenteeism. We have moved away from 9 weeks of case managing 15 families to now doing outreach and support to all chronically absent families.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We have designed our family engagement model <i>with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs.</i> To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Academic Partnership Meetings: We hold Academic Partnership meetings (such as Literacy Night) to increase awareness and provide skill-building opportunities for families to partner with the school to positively impact academic student outcomes. Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Movie Nights, or Middle School Expo. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.		Yes

		Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		
5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families 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: School Site Council (SSC) and English Learner Advisory Committee (ELAC): These committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.		No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the launch of our Coordination of Services Team (COST), schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinators to ensure the program's implementation at each school. The Los Dichos Program Manager and Rocketship Coordinators meet monthly to review and discuss lesson plans and activities before going into the classroom.		No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I: Everyone has access to: • School health screenings for vision, dental and hearing. • Immunization Clinics • Rocketship Parent University courses like ESL, parenting, digital literacy workshops, etc Tier II: • Self referral ICARE Form • Proactive outreach to MKV families & conduct needs assessments • Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) • Supporting school with community attendance meetings (SART- School Attendance Review Team) • Attendance Family Workshops • Support with school wide attendance recognitions and cultural celebrations Tier III:Chronic Absenteeism Support and Family Engagement Our Coordinators partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
%	0%	\$0	%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2025 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that the SED group is at yellow level for ELA (-48.2) and math (-40.6) and the EL group is at yellow level for ELA (-46.4) and math (-40.6). We had yellow level performance in 2025 on the English Learner Progress Indicator, with 43.9% of students making progress towards English language proficiency. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2025, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,931,245.76	\$ 1,968,622.78

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	\$ 374,303	\$ 406,808
1	2	Special Education Supports	No	\$ 177,969	\$ 285,820
1	3	Services to Support Multilingual Students	No	\$ 40,105	\$ 32,556
1	4	Rocketship Reads	Yes	\$ 41,110	\$ 53,541
2	1	High quality, research-based curriculum	No	\$ 22,253	\$ 28,981
2	2	Professional Development	Yes	\$ 129,633	\$ 130,592
2	3	Data Driven Instructional Practices	Yes	\$ 38,545	\$ 47,314
2	4	Instructional Coaching	Yes	\$ 112,124	\$ 979
2	5	Teacher Credentialing	No	\$ 4,493	\$ 2,500
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Operations Staffing & Development	Yes	\$ 410,970	\$ 400,857
3	2	Facilities Maintenance	No	\$ 189,306	\$ 184,252
3	3	Safety Training	No	\$ 11,269	\$ 13,996
3	4	School-wide Operational Systems & Routines	No	\$ -	\$ -
4	1	Enrichment	Yes	\$ 129,560	\$ 115,895
4	2	Outdoor Education and Community Experiences	Yes	\$ 28,624	\$ 34,703
4	3	Social Emotional Learning	Yes	\$ 83,661	\$ 83,801
4	4	Care Corps	No	\$ 58,207	\$ 61,936
5	1	Family Engagement	Yes	\$ 65,568	\$ 68,905
5	2	Family Advocacy and Leadership	No	\$ -	\$ -
5	3	School-Family Partnership	No	\$ -	\$ -
5	4	Los Dichos	No	\$ 13,044	\$ 13,341
5	5	Attendance Initiatives	No	\$ 500	\$ 1,845

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,043,264	\$ 1,134,473	\$ 1,043,490	\$ 90,983	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	\$ 178,338	\$190,704	0.000%	0.000%
1	4	Rocketship Reads	Yes	\$ 41,110	\$53,541	0.000%	0.000%
2	2	Professional Development	Yes	\$ 129,633	\$130,592	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	\$ 38,545	\$47,314	0.000%	0.000%
2	4	Instructional Coaching	Yes	\$ 112,124	\$979	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	\$ 410,970	\$400,857	0.000%	0.000%
4	1	Enrichment	Yes	\$ 129,560	\$115,895	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	\$ 28,624	\$34,703	0.000%	0.000%
4	3	Social Emotional Learning	Yes	\$ -		0.000%	0.000%
5	1	Family Engagement	Yes	\$ 65,568	\$68,905	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,082,106	\$ 1,043,264	0.000%	33.849%	\$ 1,043,490	0.000%	33.856%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

Local Control and Accountability Plan Instructions

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
Enter the metric number.
Metric
Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
- Enter the baseline when completing the LCAP for 2024–25. - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - Indicate the school year to which the baseline data applies. - The baseline data must remain unchanged throughout the three-year LCAP. - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Local Control and Accountability Plan Instructions

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it 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.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Q4 Rocketship Board Committee Meeting

June 4, 2026



Agenda

1. **Opening Items**
 - A. Call to Order
 - B. Public comment on off-agenda items
2. **Consent Items**
 - A. Approve minutes from the May 7, 2026 meeting of the Rocketship CA Board Committee
3. **Information Items**
 - A. Mission Moment
4. **Action Items: Operations - Review and Recommend Approval**
 - A. Recommend Approval of the 2026-27 California Family Handbook to the Rocketship Board of Directors
 - B. Recommend Approval of the 2026-27 Employee Handbook to the Rocketship Board of Directors
5. **Information Items**
 - A. Executive Director Update
 - B. Q3 Financial Review
6. **Action Items: Finance - Review and Recommend Approval**
 - A. Review the 2026-27 Annual Plan and Recommend Approval of the 2026-27 Rocketship Education CA Budget and all CA School Level Budgets to the Rocketship Board of Directors
7. **Break**
8. **Action Items: LCAPs - Review and Recommend Approval**
 - A. Recommend Approval of the CA School Dashboard 2025-26 Local Indicator Data to the Rocketship Board of Directors
 - B. Recommend Approval of the Local Control Accountability Plans (LCAPs) for all CA Rocketship schools to the Rocketship Board of Directors
9. **Information Items**
 - A. After School Program Update
 - B. EOY Achievement Update
 - C. 2026-27 Enrollment Update
10. **Adjournment**



Public Comment

Consent Items

Mission Moment

NWEA Student Awards: Top Score

	Reading	Math
Kindergarten	Louis Tran (RBM)	Elian Partida (RFZ)
1st Grade	Dean Ai (RSSP)	Dean Ai (RSSP)
2nd Grade	Maya Rodriguez (RFA)	Ian Ibea (RSA)
3rd Grade	Jian Jacob Sumera (RFZ)	Q Sorenson (RDP)
4th Grade	Maylyn Nguyen (ROMO) Michelle Pham (RRS) Joycelyn Chau (RRS)	Daniel Huang (ROMO)
5th Grade	Yvelynn Patrick (RDP)	Quynh Tram Luong (ROMO)



NWEA Student Awards: Top Growth

	Reading	Math
Kindergarten	Alina Carrillo (RBM)	Jared Rodriguez Oviedo (RDP)
1st Grade	Nicholas Wong Lopez (ROMO)	Anthony Rodriguez (RDL)
2nd Grade	Dante Dela Torre (RDP)	Edna Nava (RDP)
3rd Grade	Maia Flores Cid (RSA) Anna Neira (RDP)	Asha Wade (RDL)
4th Grade	Pablo Arias Vera (RBM)	Eli Cayetano (RRWC)
5th Grade	Elder Perez Rodriguez (RSA)	Janiyah Thomas (RDP)



Action Items - Operations

4. Action Items: Operations - Review and Recommend Approval

- A. Recommend Approval of the 2026-27 California Family Handbook to the Rocketship Board of Directors
- B. Recommend Approval of the 2026-27 Employee Handbook to the Rocketship Board of Directors





Executive Director Update

Rocketship CA 25-26 Goals

Quality Schools

Strengthen Personalized Learning Practices and
Elevate Family Partnership

Goals:

STEM: 49% | Reading: 47%
at or above the 67th percentile

Community Power

Build Revolutionary Allies of Advocacy



Goal: 85% Composite Score

Scaled Impact

Sustain Healthy Enrollment



Goal: 102% to Budget Target
to meet our target of 24,800 lifetime Rocketeers

Culture of Excellence & Belonging

Fortify a Climate of Trust and Teamwork

Goal: eNPS score of 15

Rocketship CA 25-26 Goals

Quality Schools

Strengthen Personalized Learning Practices and
Elevate Family Partnership

Community Power

Build Revolutionary Allies of Advocacy



STEM: 57% GOAL MET

Reading: 41% GOAL NOT MET

79% composite score

GOAL NOT MET

Scaled Impact

Sustain Healthy Enrollment

Culture of Excellence & Belonging

Fortify a Climate of Trust and Teamwork



97% to budget target

GOAL NOT MET

eNPS 16

GOAL MET



Orange County Expansion Update

Save the Date 🚀

Hearing Dates:

June 17, 2026 Public Hearing

July 22, 2026 Decision Hearing

- **Charter / Authorizer Relationships**
 - Petition submitted to AESD on May 1
 - Anticipated hearing dates: June 17 and July 22
- **Facilities**
 - Temporary-to-permanent remains the working strategy
 - Ball Rd. site deprioritized due to timing and cost considerations; conversations ongoing
 - Prop 39 or an existing school facility likely pathway for temporary site in summer 2027
- **Talent**
 - Founding principal hired
 - Founding team interviews targeted for late summer
- **Enrollment / Community & Family Engagement**
 - Early marketing and communications planning in progress to support future family recruitment
 - Core organizing group of ~10 families taking shape
- **Finance / Fundraising**
 - CSGF diligence process initiated – management discussion in November and board consideration in December



Q3 Financial Review

The projected year-end picture has shifted negatively since Q2

Item	Budget	Projections After December	Projections After April	Variance December to April
CA Revenue	\$135.02mm	\$135.00mm	133.65mm	-1%
CA Expenses	\$132.03mm	\$131.08mm	\$132.51mm	+1%
CA CINA	\$2.99mm	\$3.92mm	\$1.14mm	-70%

We saw a notable shift in CINA since our last projections. This shift highlights improvements needed in how we project and share financial information.

What happened:

- We were slow to respond to changes in revenue from grant eligibility and enrollment.
- Our internal and board projections model was anchored on the assumption that non-compensation would return to budget each month (eg overspending in October doesn't predict overspending in November). This left us exposed to "runaway train line items"
- Outsourced labor was a runaway train: We budgeted a 25% reduction year-over-year but have seen it flat across the region.



Updates to our Projections and Reporting in Response

To improve quality of data, we're shifting both what data we share and how we share it:

- **Projections:** Starting this month, we're applying a trended analysis to variable non-compensation, rather than our previous assumption that those lines would revert to budget
 - Eg if "Office Supplies" are 13% over budget after December, they are projected to be 13% over budget for the rest of the year
- **Monthly Actuals:** We are prioritizing greater alignment between our monthly budget plan and our monthly accruals, especially on the revenue side, to create more useful in-year variances.
- **Board Reporting:** Starting with April close, we'll be sending a monthly financial summary to Board Chairs and Business Committee Chairs, seeking to provide better information at the board level between quarterly meetings.
 - This is in addition to our ongoing reporting to schools and regional leadership teams.

In addition, the budget for FY27 is anchored on our current year expenses with less "reach" baked into the line items.



Regional Summary - CA

Account	YTD Budget	YTD Actuals	ROY Budget	ROY Projection	Full Year Budget	Full Year Projection
Revenues	116,021,376	103,533,151	18,995,521	30,119,399	135,016,897	133,652,550
Federal Income	9,818,396	9,317,888	1,220,264	1,662,348	11,038,659	10,980,236
State Revenue Sources	106,202,981	93,675,968	17,775,257	28,427,200	123,978,238	122,103,168
Other Local Revenues	-	472,481	-	29,851	-	502,332
Internal Transfers	-	-	-	-	-	-
Grants and Fundraising	-	66,814	-	-	-	66,814
Expense	110,212,998	110,718,383	21,812,961	21,791,790	132,025,959	132,510,172
Personnel & Benefits	55,080,438	54,577,319	11,356,147	10,876,912	66,436,585	65,454,231
Books and Supplies	5,129,701	4,141,535	811,507	550,000	5,941,208	4,691,535
Food Services	4,041,494	3,279,910	718,201	582,862	4,759,695	3,862,772
Services and Other Operating Expenses	17,766,472	21,891,030	3,752,751	4,806,101	21,519,223	26,697,131
Travel & Conferences	334,229	309,013	50,635	46,815	384,863	355,828
Dues and Insurance	593,347	800,185	138,900	187,319	732,247	987,505
Rental, Leases, & Repairs	10,458,627	9,830,220	2,096,191	1,990,537	12,554,818	11,820,757
Network Support Fee	15,988,602	15,615,139	2,749,563	2,685,338	18,738,165	18,300,477
Capital Outlay	235,114	347,730	52,516	76,810	287,630	424,540
Interest Expense	-	-	-	-	-	-
Miscellaneous Expense	584,973	(73,699)	86,552	(10,904)	671,525	(84,603)
CINA	5,808,379	(7,185,231)	(2,817,440)	8,327,609	2,990,938	1,142,378

- Revenue estimated at 99% of original budget, driven by a 2% projected miss against our ADA budget, partially offset by improvements in one time and restricted revenue.
- We are currently projecting expenses very nearly at annual budget.
 - Compensation and books and supplies are running well below budget, offset by overages in outsourced labor.
- Overall CINA is projected at \$1.1m, less than half of original budget.
- We have ~\$3mm of multi year grant revenue available (not including new FY27 allocations) but not originally budgeted - will allocate as needed to ensure CINA targets met at all schools.





**Review the 2026-27 Annual Plan and
Recommend Approval of the 2026-27
Rocketship Education CA Budget and all CA
School Level Budgets to the Rocketship
Board of Directors**

Budget Process Review

Phase 1: Initial Assumptions
Nov - Jan

Phase 2: Kickoff Meetings
January

Phase 3: Iterate and Finalize
February - April

Key Activities

- Initial budget enrollment targets based on analytics' team three year averages adjusted for efficient class sizes
- Initial staffing model aligned to budgeted enrollment
- Initial non compensation drivers based on average of FY25 Actuals and FY26 Projections

- Held meetings with regional and school leaders to discuss the budget process

- Meetings held every 2-3 weeks
- Refined Assumptions
- Finalized June Budgets



Reviewing Key Inputs:

- Enrollment
- Staffing
- Non-compensation
- Multi-Year Funding



Enrollment

	CA Schools		
	FY26 Budget	FY26 Enrollment	FY27 Budget
Enrollment Total	6158	5992	6167
Pre-K	510	504	660
K	969	946	1010
1	973	943	951
2	1030	1011	972
3	1044	995	997
4	989	956	977
5	643	637	600

CA is projected at an enrollment of 6167 students:

- An increase of 9 students to FY26 **budget**
- A 175 student increase from the enrollment as of 5/6/26



Staffing

	CA Schools		
	FY26 Budget	FY27 Budget	Change
Teachers	203	202	-1
Tutors/Classroom Assistants	63.5	72	8.5
School Leadership/Admin	76.25	72.75	-3.5
ECC	36	29	-7
SPED Teacher	45	48	3
Paras/Nurse	85	97	12
Ops Staff	82.25	77.6	-4.65
Special Programs Staff*	0	48.5	48.5
Total	591	646.85	55.85

- * Special Programs Staff include: STEAM Teachers, Care Corps Coordinators, Wellness Counselors, and Wellness Counselor Interns
- Staffing is expected to increase by 56 FTE from the board approved August budget
 - Increase in staffing primarily driven by ISE population has been higher than expected and including Special Programs staff in the school's budget rather than at NeST and allocating them out.
- For increased accuracy, this year's budget includes a 1% vacancy rate and average salaries per school per role (rather than regional)



Non-compensation

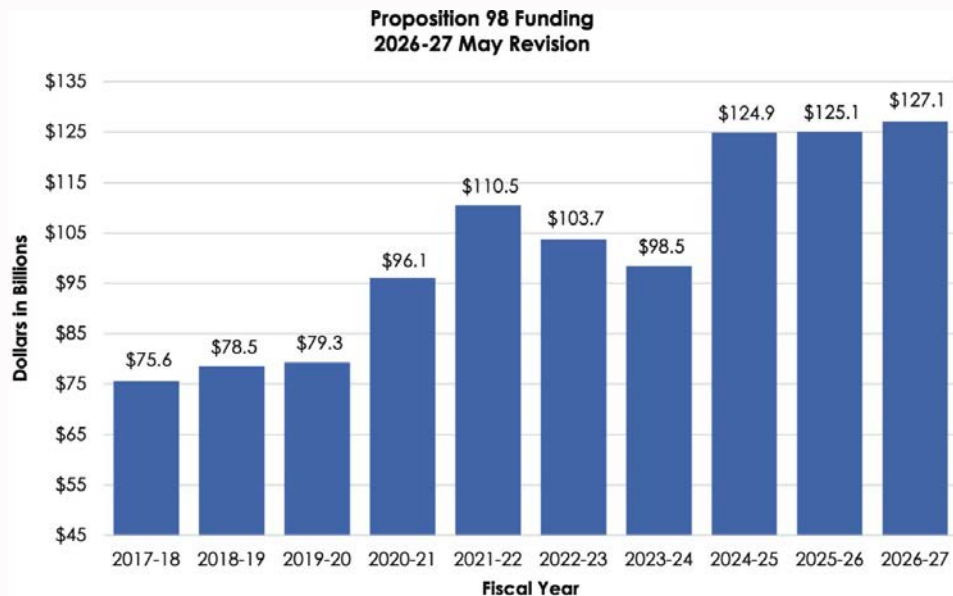
	FY26 Budget	FY26 Projection	FY27 Budget
Books and Supplies	5,941,208	4,671,110	5,071,308
Food Services	4,759,695	3,777,894	4,220,758
Services and Other Operating Expenses	21,519,223	27,140,377	23,839,450
Travel & Conferences	384,863	338,584	347,720
Dues and Insurance	732,247	958,626	918,183
Rental, Leases, & Repairs	12,554,818	11,994,541	12,478,627
Management Fee	18,738,165	18,821,692	19,213,660
Capital Outlay	287,630	424,783	479,575
Interest Expense	0	0	0
Miscellaneous Expense	671,525	(94,691)	318,945
Total Non Compensation Expense	65,589,374	68,032,916	66,888,226

The FY27 Budget reflects a substantial budget-to-budget increase in non-compensation to reflect FY26 lived experience:

- Books & Supplies: -\$870K primarily attributable to the shift in curriculum occurring in FY26
- Services & Other Operating Expenses: +\$2.3M primarily driven by increased SPED consultants and contracted substitutes
- Miscellaneous Expense: -\$353K removal of the family relief fund

Public Funding

- The California state budget over the last several years has continued to outperform dire projections.
- The state has responded with a series of one-off grants (CCSPP, LRE, SSDBG) that have boosted Rocketship's revenue beyond the core LCFF funding.
- This year's Governor's budget includes more recurring revenue (+4% “super-COLA”, +400 per student SPED funding) and more non-recurring multi-year revenue (~\$5mm block grant). **We budgeted only the recurring revenue for now. Opportunity to increase in August if needed.**



Regional Summary: CA

	RDP	RSSP	RMS	RLS	RBM	RSA	ROMO	RDL	RSK	RFZ	RRS	RFA	RRWC	CA Schools
Enrollment	405	270	430	304	511	524	534	524	556	518	620	675	296	6,167
Attendance %	95.0%	94.0%	94.0%	94.0%	94.0%	92.0%	95.5%	92.0%	95.0%	94.0%	94.0%	94.0%	92.0%	93.8%
Attendance	385	254	404	286	480	482	510	482	528	487	583	635	272	5,788
Additional Attendance - ADA Recovery	6	5	8	5	9	13	8	13	8	9	11	12	7	115
Staffing	45	32	44	35	60.5	49.0	57.5	53.0	57.5	51.6	63.0	66.0	34.5	647
Federal Income	616,870	481,819	656,425	525,925	802,781	761,295	742,021	654,454	606,153	809,752	786,495	757,434	512,191	8,713,616
State Revenue Sources	8,483,485	6,364,411	8,936,854	7,043,601	11,660,053	10,378,686	11,990,419	10,832,648	11,194,661	11,945,974	13,254,939	12,117,445	6,050,058	130,253,235
Other Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	148,242
Internal Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants and Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Revenues	9,100,355	6,846,230	9,593,279	7,569,526	12,462,833	11,139,981	12,732,441	11,487,102	11,800,815	12,755,726	14,041,434	12,874,879	6,710,490	139,115,093
Personnel & Benefits	4,561,914	3,267,309	4,501,298	3,734,486	6,145,348	5,216,020	6,614,829	5,253,032	6,045,517	5,615,358	6,500,685	6,900,518	3,632,246	67,988,562
Certificated Salaries	2,089,121	1,699,614	2,083,155	1,818,871	2,960,942	2,603,431	3,284,555	2,567,340	2,900,900	2,749,896	2,987,647	3,230,824	1,835,077	32,811,372
Classified Salaries	1,455,531	875,261	1,361,653	1,047,359	1,760,233	1,448,124	1,750,270	1,658,664	1,757,132	1,581,450	1,996,036	2,018,789	981,153	19,691,656
Employee Benefits	1,017,262	692,434	1,056,490	868,256	1,424,173	1,164,466	1,580,005	1,027,028	1,387,485	1,284,012	1,517,002	1,650,904	816,016	15,485,534
Books and Supplies	303,314	249,592	343,636	268,126	435,194	437,408	366,745	388,934	480,652	473,376	523,249	520,693	270,362	5,061,281
Food Services	277,380	184,920	294,502	206,597	349,978	358,882	364,391	358,882	380,798	354,772	424,631	462,300	202,727	4,220,758
Services and Other Operating Expenses	1,363,400	1,438,311	1,550,344	1,148,511	2,077,962	2,302,206	1,944,895	1,939,854	1,873,650	2,132,896	2,465,081	2,249,964	1,441,809	23,928,885
Travel & Conferences	19,733	14,298	20,334	11,997	29,781	24,579	27,833	29,593	35,378	32,960	39,450	42,950	18,834	347,720
Dues and Insurance	54,315	36,827	93,142	44,457	104,660	70,483	73,804	111,055	71,256	66,760	73,930	78,416	39,078	918,183
Rental, Leases, & Repairs	911,125	736,341	1,010,709	1,090,929	1,048,344	935,375	1,114,000	1,285,757	1,053,808	1,348,733	1,160,798	607,596	145,112	12,448,627
Management Fee	1,260,038	965,938	1,345,635	1,062,159	1,715,871	1,597,364	1,781,405	1,640,836	1,652,080	1,800,593	1,991,622	1,858,371	915,714	19,587,628
Capital Outlay	36,975	39,967	77,425	67,343	17,508	29,494	82,536	16,138	25,707	33,625	23,922	20,600	8,335	479,575
Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Miscellaneous Expense	17,467	17,500	20,000	18,119	30,000	35,838	24,989	14,000	24,580	30,135	34,553	33,815	21,186	322,182
Expense	8,805,661	6,951,003	9,257,024	7,652,724	11,954,645	11,007,650	12,395,427	11,038,081	11,643,427	11,889,209	13,237,923	12,775,223	6,695,403	135,303,400
CINA	294,694	(104,773)	336,255	(83,198)	508,188	132,331	337,014	449,021	157,388	866,517	803,511	99,656	15,088	3,811,693

All but two schools are projected with surpluses, with surpluses being more balanced throughout the region than prior year. Substantial **upside** from unbudgeted multi-year grants (\$7mm + of dry powder). **Risks** of enrollment underperformance in new TK classrooms and ISE cost increases.

Budget Next Steps

Monitoring, Adjustments & Key Watch Areas

1



Enrollment Tracking

Monitor enrollment and student demographics (i.e. SPED)

2



Staffing & Salaries

Update budgeted averages for salaries & benefits based on actuals & staffing numbers based on enrollment

3



Funding Watch

Any shifts in revenue

4



Key Focus

Stay responsive to enrollment shifts and funding changes



Break

The board is on a break.





**Recommend Approval of the CA
School Dashboard 2025-26 Local
Indicator Data to the Rocketship
Board of Directors**



Local Indicators

California's accountability system is based on a multiple measures system that assesses how local educational agencies and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard.

Local Control Funding Formula (LCFF) priorities for which there is no state level data collected are referred to as local indicators.

Progress is publicly reported and helps to inform the LCAP process and planning.



Local Indicators We Report On

Priority 1: Basic Services and
Conditions (Facilities,
Instructional Materials and
Teacher
Mis-assignments/Vacancies)

Priority 2: Implementation of
State Academic Standards

Priority 3: Parent and Family
Engagement

Priority 6: School Climate

Priority 7: Access to a Broad
Course of Study



Indicators Reporting for 25-26

	<i>Priority 1</i>	<i>Priority 2</i>	<i>Priority 3</i>	<i>Priority 6</i>	<i>Priority 7</i>
Rocketship Mateo Sheedy	Met	Met	Met	Met	Met
Rocketship Si Se Puede	Met	Met	Met	Met	Met
Rocketship Los Sueños	Met	Met	Met	Met	Met
Rocketship Mosaic	Met	Met	Met	Met	Met
Rocketship Discovery Prep	Met	Met	Met	Met	Met
Rocketship Brilliant Minds	Met	Met	Met	Met	Met
Rocketship Alma	Met	Met	Met	Met	Met
Rocketship Spark	Met	Met	Met	Met	Met
Rocketship Fuerza	Met	Met	Met	Met	Met
Rocketship Rising Stars	Met	Met	Met	Met	Met
Rocketship Redwood City	Met	Met	Met	Met	Met
Rocketship Futuro	Met	Met	Met	Met	Met
Rocketship Delta Prep	Met	Met	Met	Met	Met

**Recommend Approval of the
Local Control Accountability
Plans (LCAPs) for all CA
Rocketship schools to the
Rocketship Board of Directors**

LCAP Approval

- LCAP review occurred at the May 7, 2026 meeting of the CA Board Committee.
- The LCAP Public Hearing was conducted at the Rocketship Education Board of Directors meeting on May 27, 2026.
- Additional input has been incorporated, including feedback from the Charter SELPA, CA Board Committee and the most up to date budget numbers.
- At this stage, we seek a recommendation of approval of the LCAPs for all thirteen CA schools from the CA Board Committee





After School Program Update

25-26 ASC Pillars

Attendance

Partnership
&
Community
Building

Coaching

Daily Program System



Enrollment & Attendance

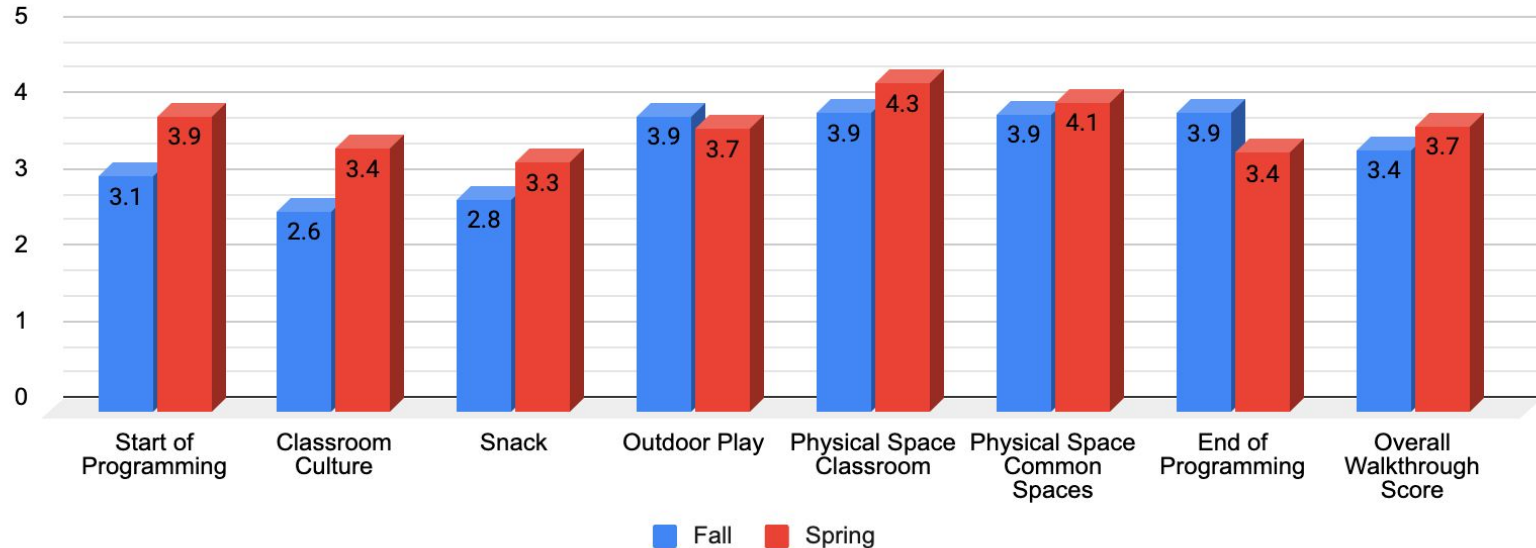
- Program grew 11% from 2,103 to 2,383 Rocketeers this year
- Average Daily Attendance was 82% across the region.
 - 7 Schools reached the 80% ADA goals for the school year
 - 6 schools did not meet the 80% goal, but averaged 75% or higher

Schools	Current Roster Count	Cumulative ADA August 2025 to Current week	Average Daily Attendance %	Goal for Average Daily Attendance %
Total	2383	150.43	82.13%	80%

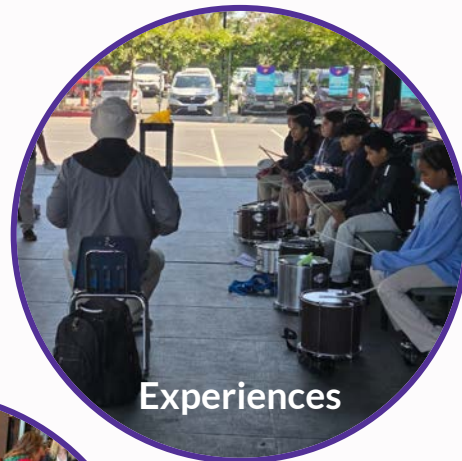


Walkthroughs Data

- 6 schools met our end of year goal of **3.7+**
- **Average Spring scores was 3.7** (Scale 1-5)
- Fall to Spring average score grew 0.3 points
- Opportunity to improve end of programming (dismissal) system



Partnership and Enrichment



After School Pilot Programs: Power Hour

Power Hour is the academic block for our after school program where we piloted HW tracking, attendance recovery, and extended program until 6:30 at RSK, RSA, & RSSP.

- Results: HW Completion increased 44% to 60%

School	January 2026	February 2026	March 2026	April 2026
RSK	43%	51%	59%	51%
RSA	47%	67%	74%	75%
RSSP	42%	52%	56%	53%
Average HW Completion %	44%	57%	63%	60%



Looking Forward in 26-27

1. Summer program
 - a. We will provide tutoring for 360 students throughout the summer program.
 - b. We are piloting a partnership with the Girl Scouts at RFA.
 - c. All programs will include a field trip component.
2. Next School Year
 - a. All programs will be expanded to operate until 6:30 PM.
 - b. The Power Hour, focusing on assignment recovery (AR) and homework completion, will be a regional priority.
 - c. We will expand enrichment activities by collaborating with additional external vendors (including Girl Scouts, First Tee, Gardening, etc.).
 - d. Hiring additional staff to support our students with IEPs.



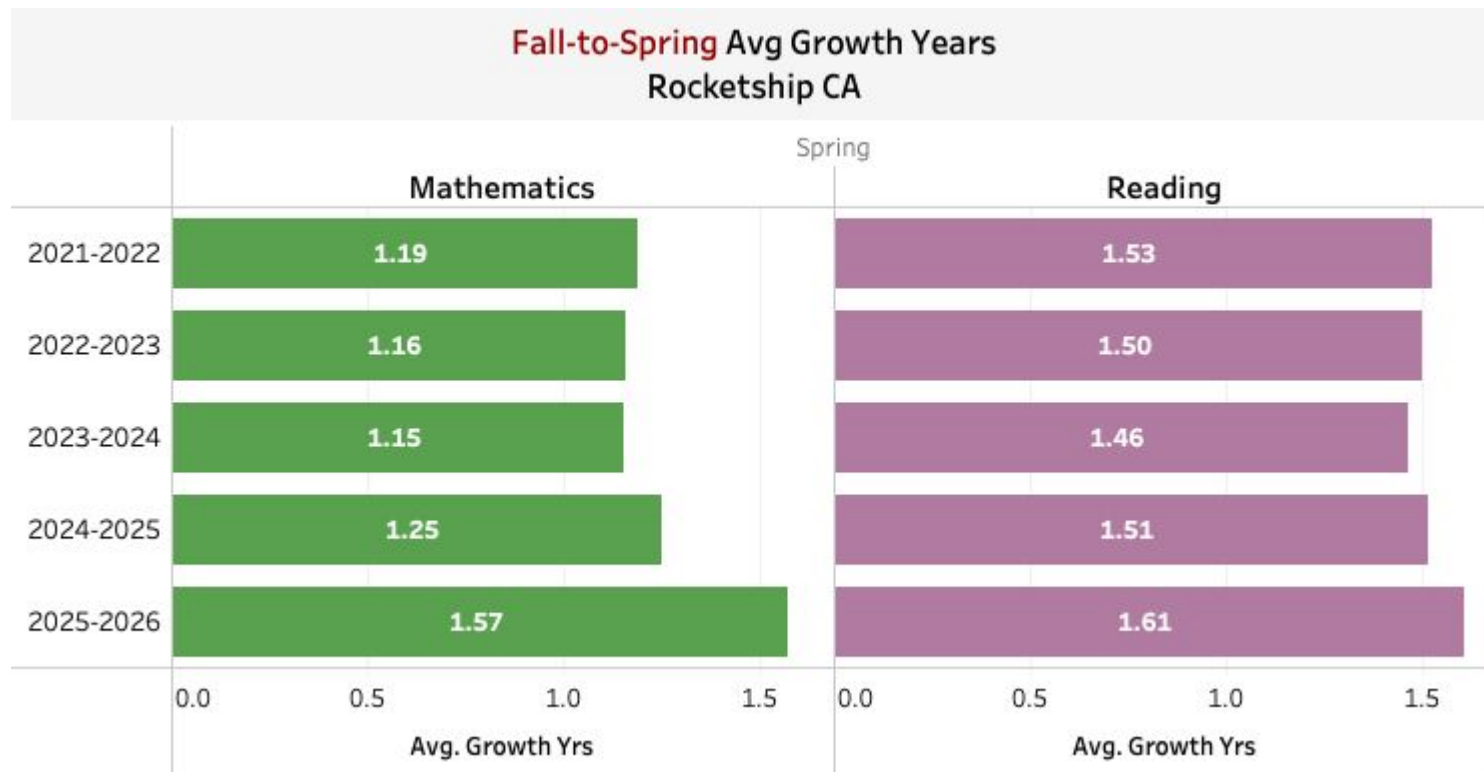
EOY Achievement Update

RPS CA sustained its strong first semester growth in the second semester in both subjects

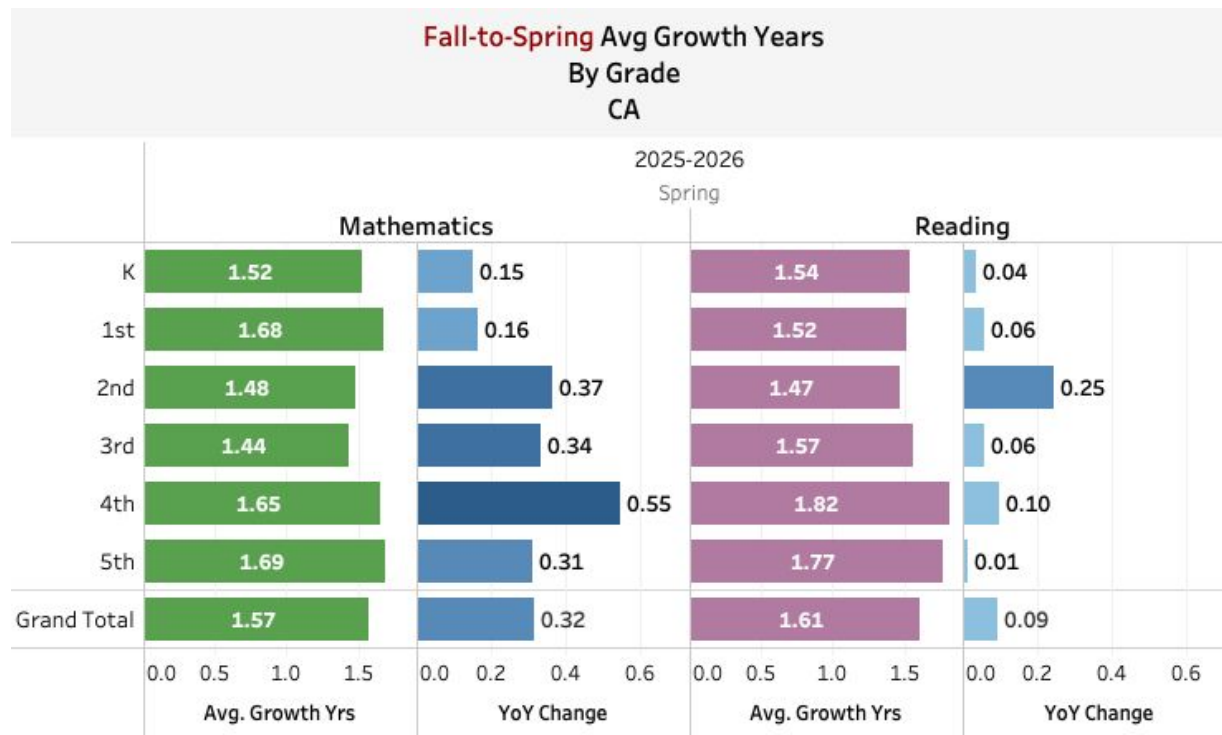
	Mathematics				Reading			
Spring		67%		1.58		56%		1.58
Winter		64%		1.63		54%		1.60



RPS CA earned its highest annual growth under 2025 norms since returning from the pandemic



Growth rates increased across grade levels and subjects with the greatest improvements in 2nd-5th Math and 2nd Reading



CA Students who started in the Bottom Third averaged 1.6 years of growth in Math and Reading

Fall-to-Spring Avg Growth Years
By Fall Starting Proficiency Level
Rocketship CA

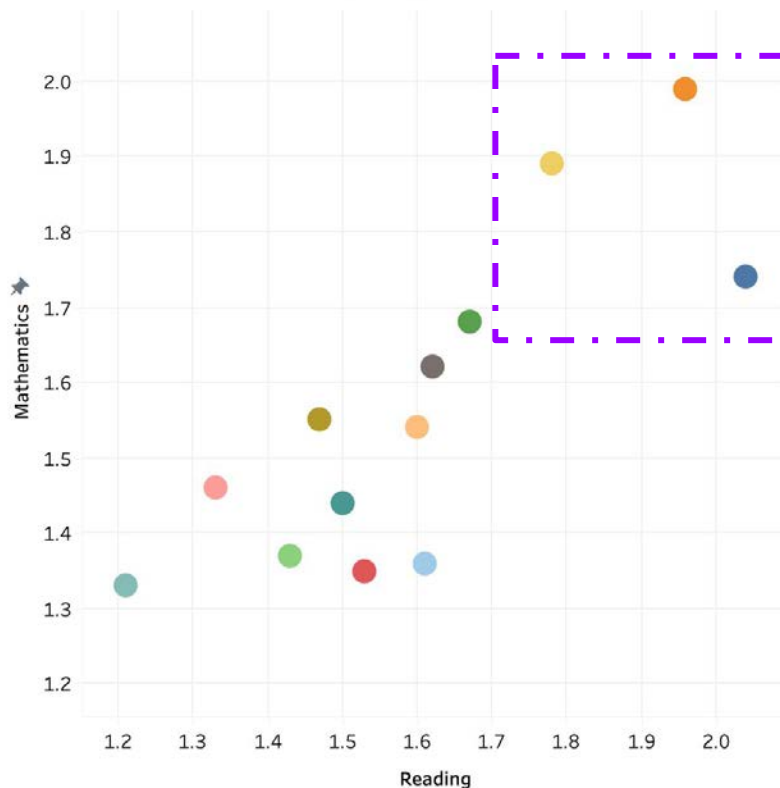
	2025-2026 Spring Mathematics						Grand Total
	K	1st	2nd	3rd	4th	5th	
1st-32nd	1.61	1.72	1.56	1.61	1.63	1.64	1.63
33rd-49th	1.51	1.63	1.49	1.43	1.65	1.80	1.57
50th-66th	1.51	1.61	1.51	1.34	1.61	1.80	1.56
67th-99th	1.46	1.72	1.41	1.40	1.69	1.60	1.53
Grand Total	1.52	1.68	1.48	1.44	1.65	1.69	1.57

Fall-to-Spring Avg Growth Years
By Fall Starting Proficiency Level
Rocketship CA

	2025-2026 Spring Reading						Grand Total
	K	1st	2nd	3rd	4th	5th	
1st-32nd	1.42	1.46	1.48	1.60	1.82	1.95	1.60
33rd-49th	1.47	1.42	1.45	1.56	1.70	1.66	1.54
50th-66th	1.56	1.41	1.54	1.54	1.92	1.79	1.63
67th-99th	1.83	1.70	1.45	1.54	1.82	1.60	1.65
Grand Total	1.54	1.52	1.47	1.57	1.82	1.77	1.61

All schools averaged at least 1.2 years of growth in each subject

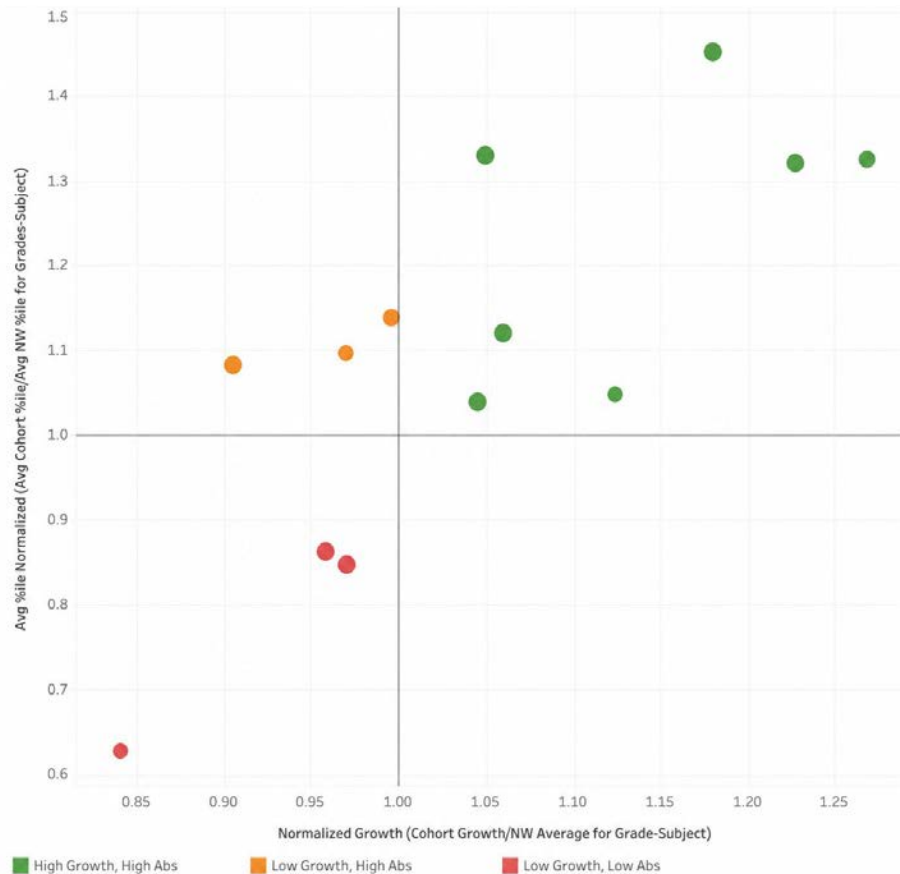
2024-25 NWEA MAP: Average Fall-to-Spring Growth Years
RPS CA



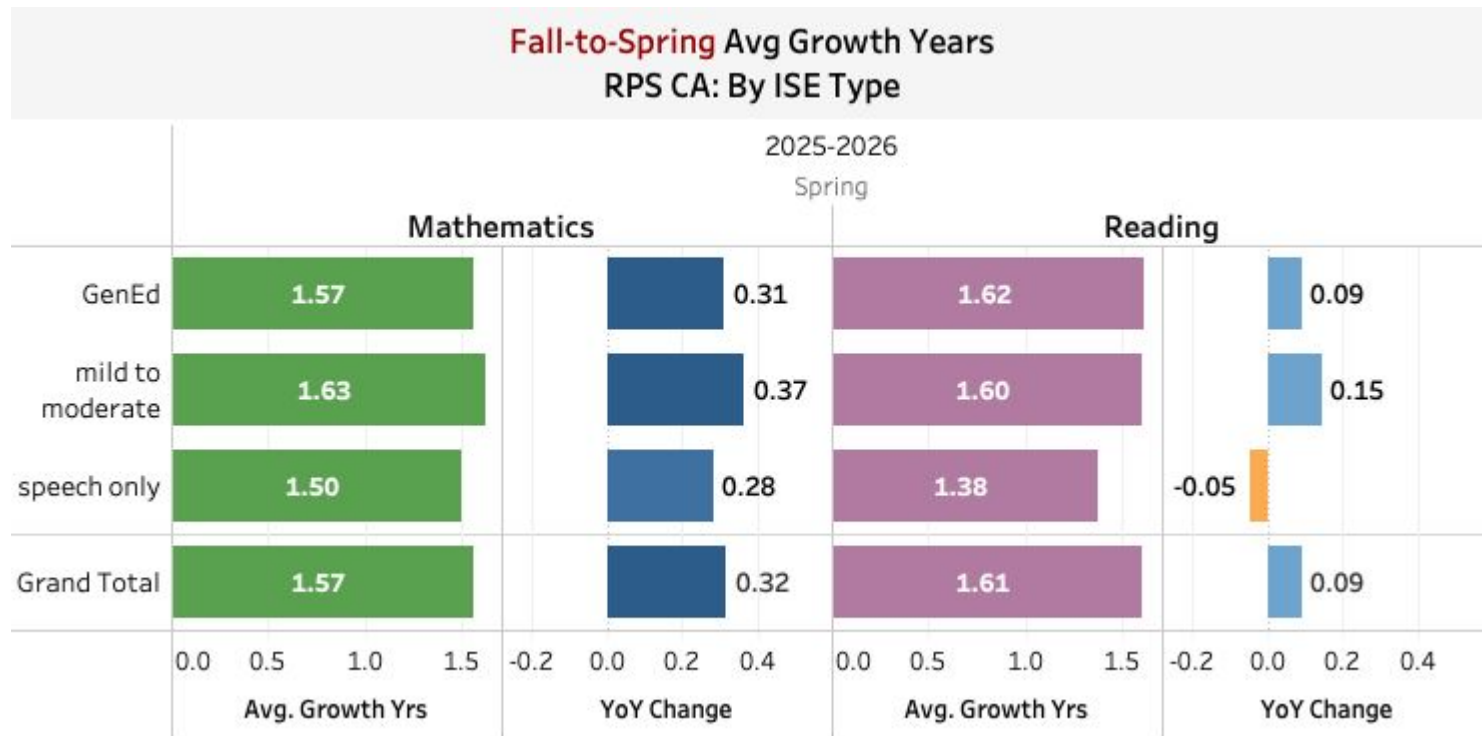
3 schools
achieved >1.7
years growth in
both subjects



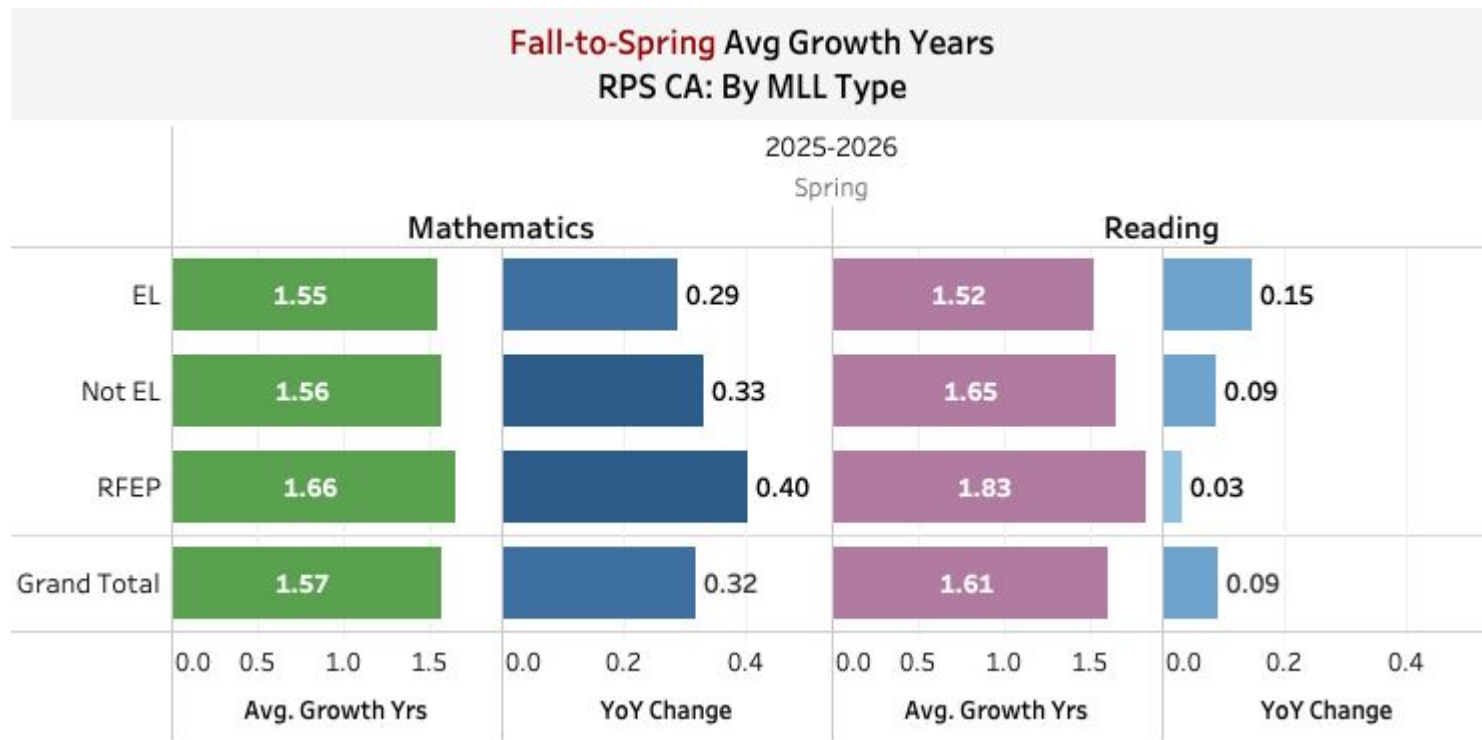
Increased High Growth, High Achievement Schools from 5 to 7



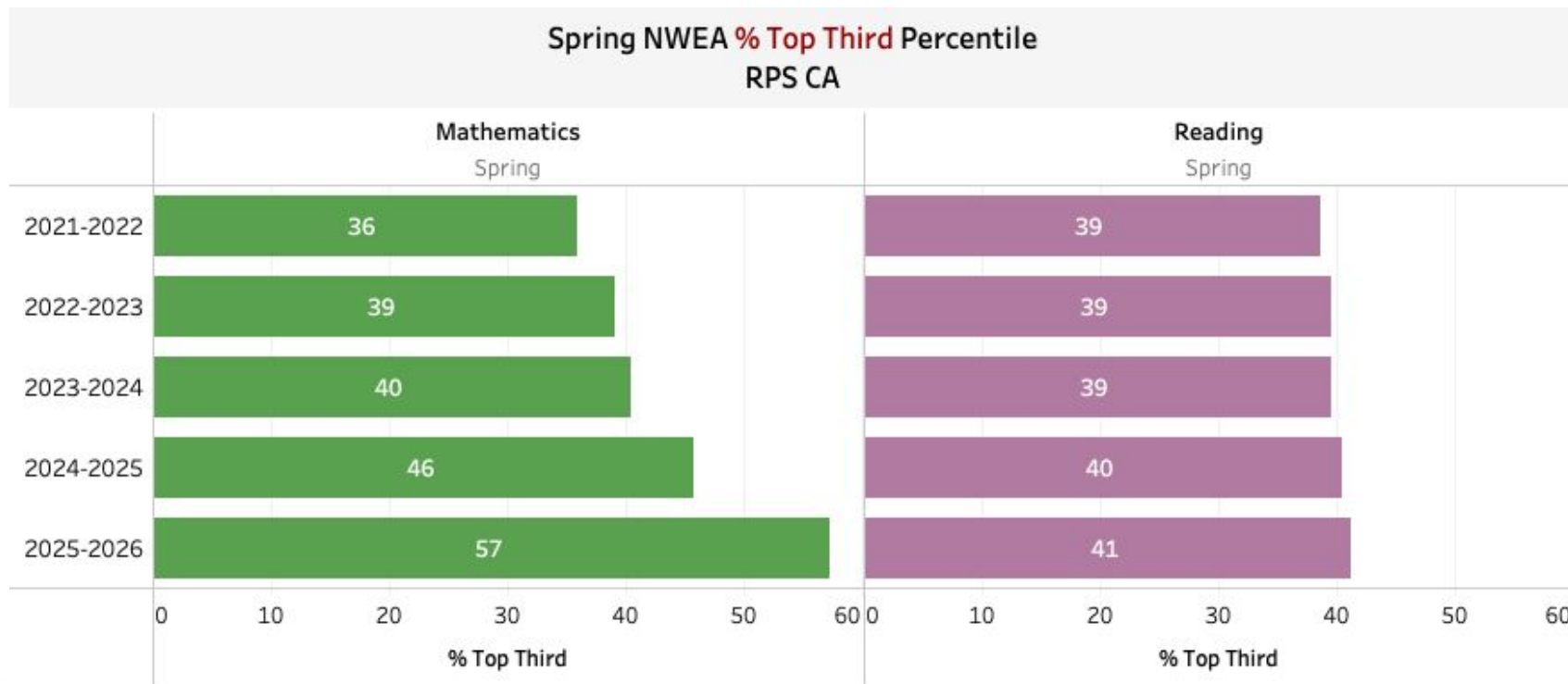
Mild-to-moderate ISE students averaged similar growth as GenEd peers



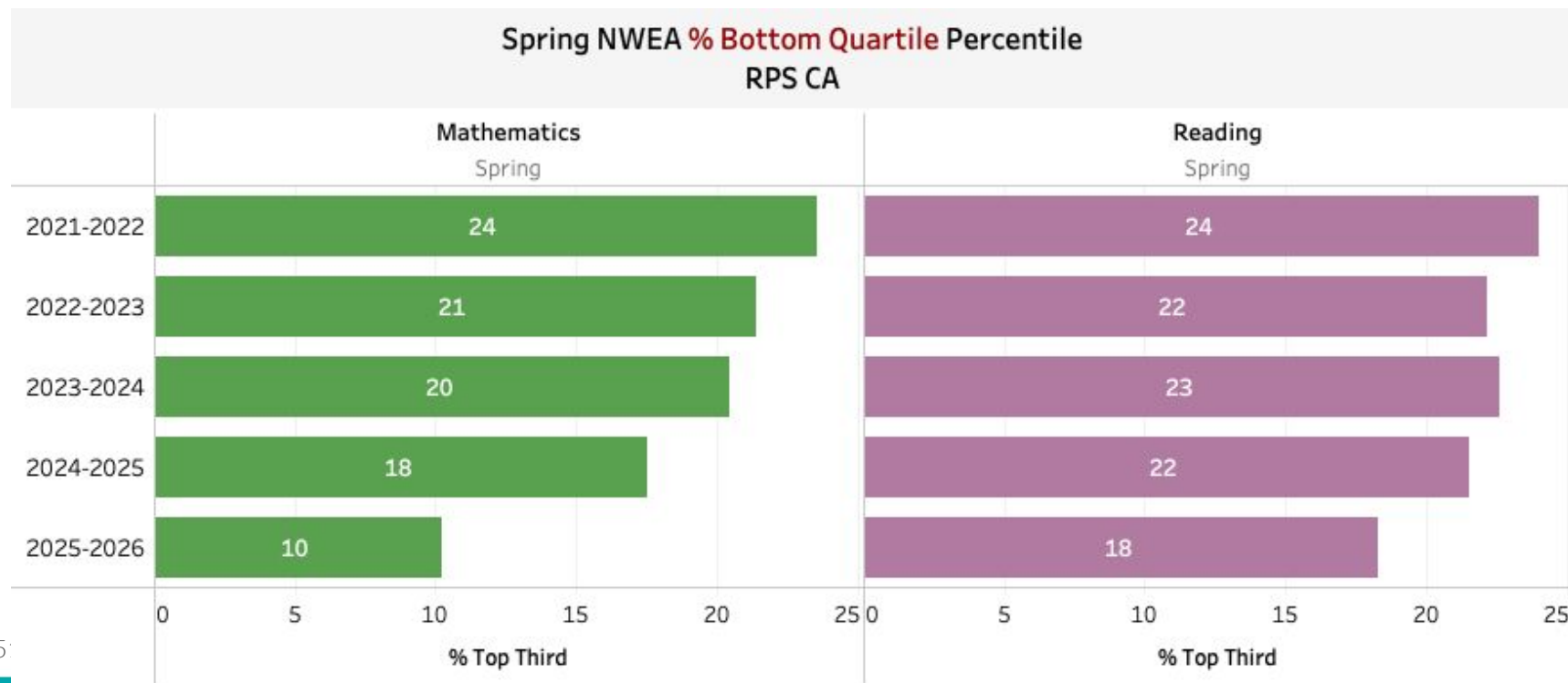
Multilingual Learners achieved similar growth as non-EL peers in Math, but averaged lower Reading growth rates



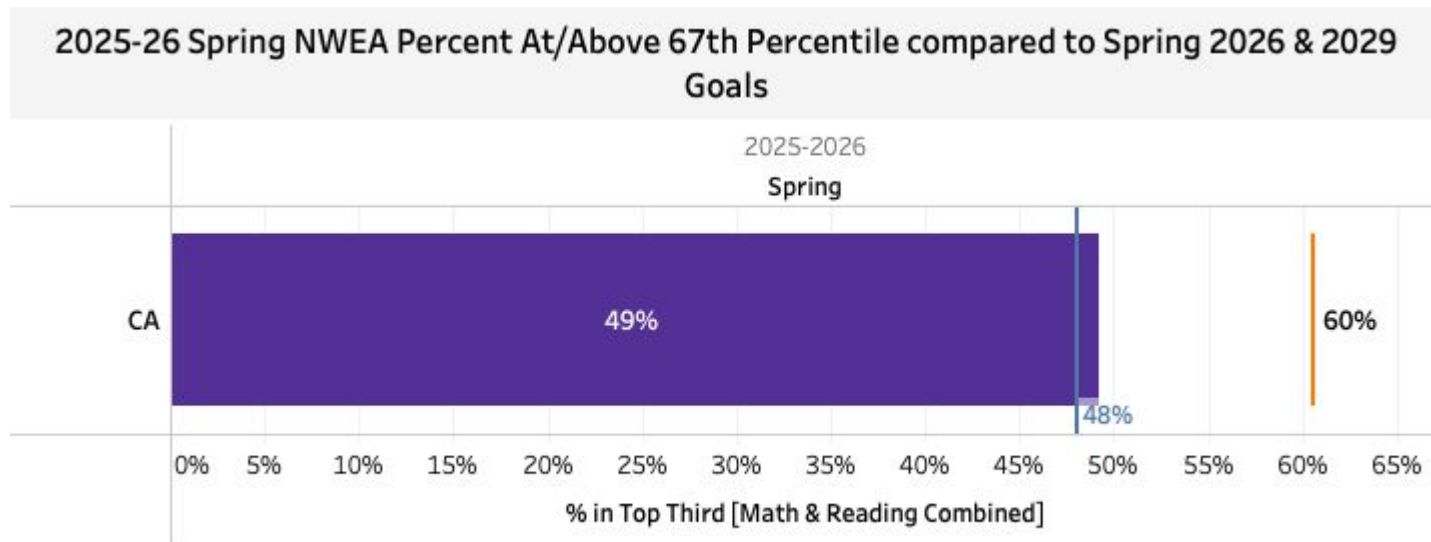
RPS CA's strong Math growth rates led to a significant increase in the percent of students scoring in the Top Third on Math. Reading Top Third slightly increased.



Although Reading Top Third only posted small gains, RPS CA made greater progress in reducing the Bottom Quartile in Reading



Due to its gains in Math, CA exceeded its overall NWEA goal and is on-track for its Spring 2029 Top Third target



Blue line represents Spring 2025 goal and Orange line represents Spring 2029 goal





NWEA Reflections

- What questions or reflections do you have about our achievement data?
- What bright spots from the data most stand out to you?
- What areas of concern do you think we should most prioritize?

Deep dive into Chronic Absenteeism 25-26 Projections for Renewal Schools

Lowest Performance  Very Low  Low  Medium  High  Very High Highest Performance				
Chronic Absenteeism	2024-25 Status	2025-26 Current Status As of 5/15		
Rocketship Discovery Prep	25.9	9.8		
Rocketship Fuerza Community Prep	24.8	18.5		
Rocketship Mosaic Elementary	5.8	7.9		
Rocketship Redwood City	34.6	22.5		
Rocketship Rising Stars	19.9	16.9		
Rocketship Futuro Academy	28.5	13.4		
Rocketship Los Suenos Academy	26.6	15.3		
Rocketship Mateo Sheedy Elementary	26.1	14.2		

Deep Dive into Math

Lowest
Performance



Highest
Performance

	2024-25 Status	2025-26 Estimate Based on Spring NWEA
Rocketship Discovery Prep	Level 5	Level 4
Rocketship Fuerza Community Prep	Level 4	Level 4
Rocketship Mosaic Elementary	Level 4	Level 5
Rocketship Redwood City	Level 3	Level 3
Rocketship Rising Stars	Level 5	Level 5
Rocketship Futuro Academy	Level 3	Level 5
Rocketship Los Suenos Academy	Level 4	Level 4
Rocketship Mateo Sheedy Elementary	Level 2	Level 5

Tier 1: Green/Blue

RDP, RFZ, ROMO, RRS, RFA, RLS

- Stay the course

Tier 2: Decreasing

RDP

- G3: +9%, G4: +30%, G5: +23%
 - G3 Increasing small group math bandwidth for rising 4th graders

Tier 3: Yellow

RRWC

- G3 +11%, G4 +11%, G5 +21%
 - Increasing small group math bandwidth for rising 5th graders (~20% in top third vs. ~38% in G3 and G5)



Deep Dive into ELA

Lowest
Performance



Highest
Performance

	2024-25 Status	2025-26 Estimate Based on Spring NWEA
Rocketship Discovery Prep	Level 4	Level 2
Rocketship Fuerza Community Prep	Level 2	Level 2
Rocketship Mosaic Elementary	Level 4	Level 4
Rocketship Redwood City	Level 3	Level 2
Rocketship Rising Stars	Level 4	Level 4
Rocketship Futuro Academy	Level 2	Level 3
Rocketship Los Suenos Academy	Level 3	Level 2
Rocketship Mateo Sheedy Elementary	Level 2	Level 3

Tier 1: Green

ROMO, RRS

- Stay the course

Tier 2: Improving

RMS, RFA

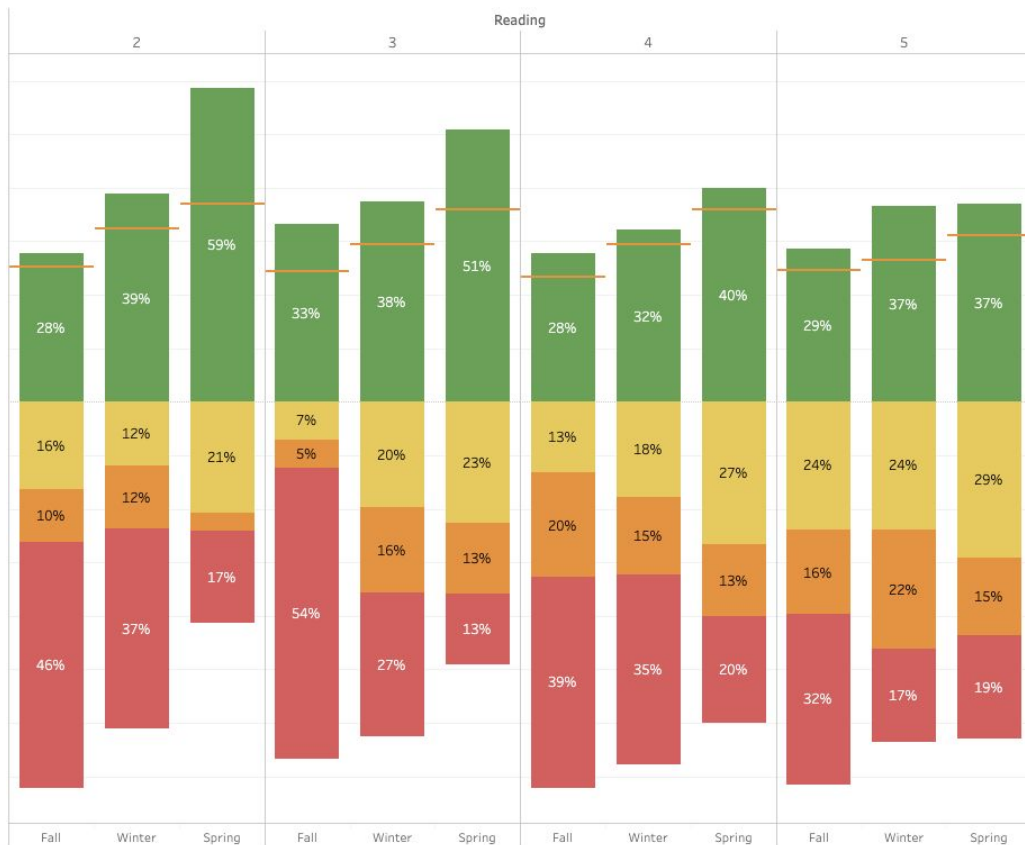
- Continue increased DoS coaching and focus on small group reading instruction

Tier 3: Orange

RFZ**, RLS, RDP, RRWC



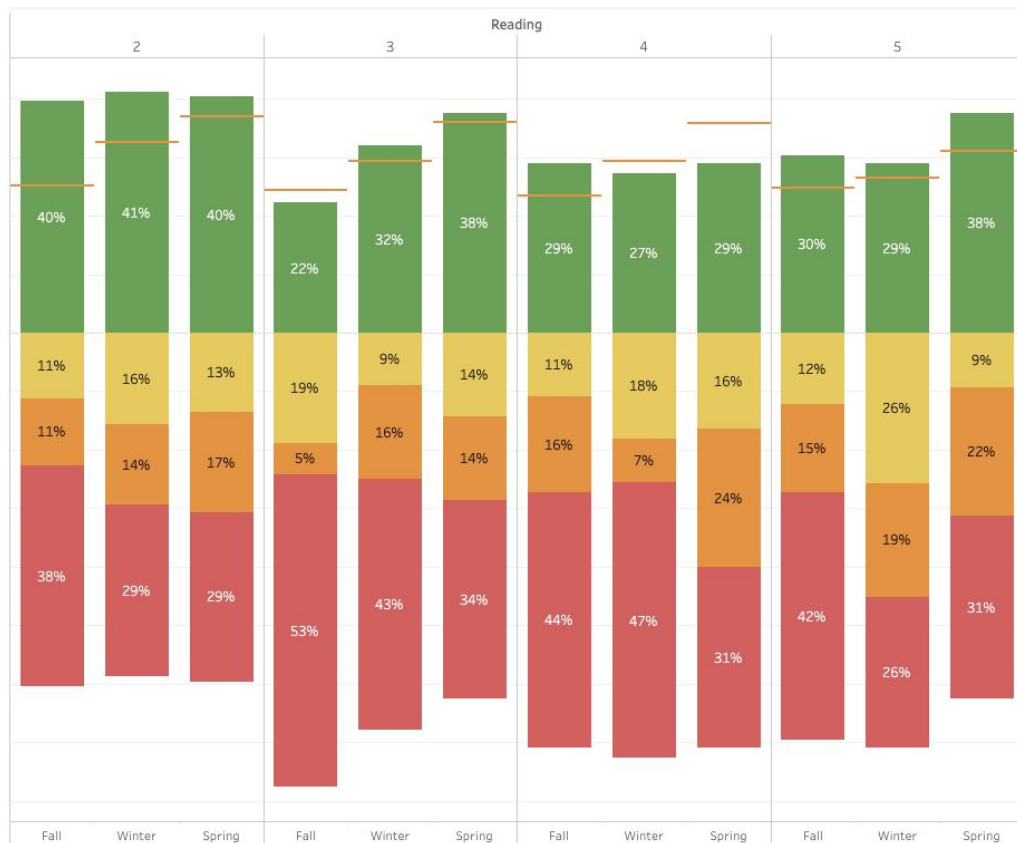
RDP: Significant gains in top third in G3 and G4



Challenge and Gameplan:

- 5th reduced the bottom third, but did not see the same gains in top third as other grade levels
 - → Increasing small group reading by adding capacity and personalizing for top third needs (response to literature)
- SLs Transitions
 - → Increase DoS coaching to maintain consistent structures through transitions

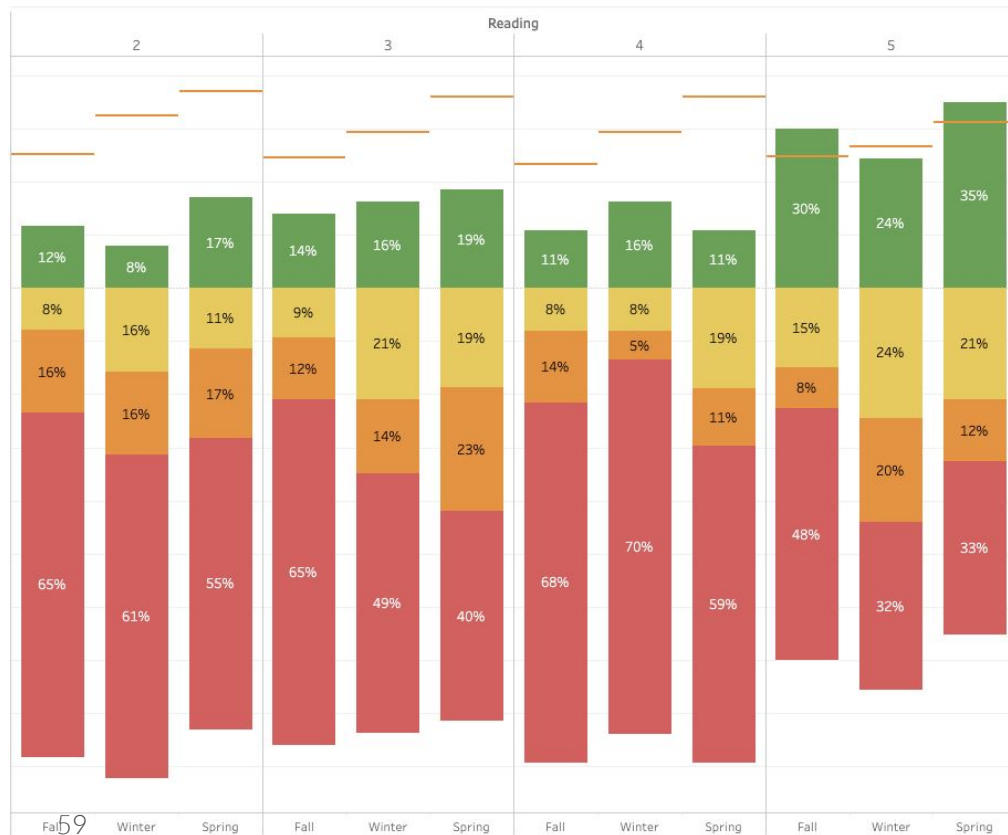
RLS: Gains in top third in G3 and G5



Challenge and Game Plan:

- 4th reduced the bottom third, but did not see the same gains in top third as other grade levels
 - → Increase bandwidth for reading small group instruction in 4th grade
 - → Revamp whole group instruction to better personalize for student needs
 - → Increase coaching for Y1-Y2 teachers

RRWC: Modest gains in top third in G3/G5



Challenge and Game Plan

- Saw significant reduction in bottom third but G3 and G5, but only modest gains in G3 and G5 top third
 - → Continue focus on small group reading instruction
 - → Name as focus campus for Associate Director of Humanities, and revamp whole group approach to better personalize for student needs
- G4 saw reduction in top third, but did not grow the top third
 - → Increasing DoS coaching (with an additional focus on first and second year teachers)
 - → Increase bandwidth for reading small groups for Rising 5th graders



Dashboard Reflections

- What questions or reflections do you have about our dashboard projections?
- What feedback do you have on the strategy to address the areas of growth?



2026-27 Enrollment Update

California has a total of 5,188 students enrolled for the 26-27 SY

- Between March 13 and May 26 **738 new students** have completed enrollment.
- We are ahead of last year's application numbers by **26%** (380 applications) While we remain off-track to our application target, this is a promising sign that our recruitment efforts are working.

26-27 Budget Target (BET)	26-27 Enrollment Target (108% to BET)	Anticipated Returners	New Enrolled Students (5/26/26)	Total Enrollment <i>Anticipated Returners + Newly Enrolled Students (5/26/26)</i>	Gap to Goal	Apps Needed
6,167	6,547	4,452	738	5,188	1,359	2,718

The region is currently 80% toward our Day 1 Enrollment Target

Region	Current 26-27 Enrollment	Day 1 Target 108%	% to Day 1 Target	Metric: 75%+ On Track Off Track Meets
San Jose	3881	5005	78%	On Track
East Bay/ Peninsula	1307	1601	82%	On Track
Total	5188	6606	80%	On Track

Key moves:

- Strong TK/Kinder Conversion
- Consistently moving new students through enrollment funnel



Highest Performing Creative

We have our general ads running. These photos have been the highest yielding driving ~200 leads as of April 24.

We also have a campaign focused on the zip codes immediately surrounding the schools that have been listed for closure. This ad set has driven 83 Leads



 **Rocketship Public Schools** Ad  

Unlock opportunity at Rocketship California.
Our FREE TK-5 charter school in your area
combines personalized learning [...See more](#)



FORM
Discover a Brighter Future [Apply now](#)

 Like  Comment



Summer Recruitment Strategy

Talent	School Recruitment	Field Based Recruitment
Family Recruitment Team Redesign ● Lead Recruiter focused on lead to app conversion ● Hired new recruitment manager to increase team capacity . ● In the progress for hiring a new AD/Director of Family Recruitment.	Family Referral Push: ● Activate current families to recruit their friends with an incentive structure. New Family Activation: ● All New-to-Rocketship students invited to Spring school events to complete paperwork, build relationships with staff, and activate potential new referrals.	Targeted summer canvassing and tabling in high-priority communities: ● Recruiters will canvas and table at community hubs, local events, and high-traffic locations, focusing on areas of schools with the greatest enrollment opportunities.



Adjourn



Appendix

