Introduction:

LEA: Rocketship Mateo Sheedy **Contact (Name, Title, Email, Phone Number):** Principal Jason Fromoltz, jfromoltz@rsed.org 408-286-3330 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Rocketship Mateo Sheedy's LCAP was developed with input from multiple stakeholders, including Rocketship Mateo Sheedy's school leadership team, staff, families, students, and Rocketship Education's Network staff and board. The details of this engagement and the impact on the LCAP plan are explained to the right. The LCAP is grounded in the school's specific context including its student population, instructional program, and community priorities. Rocketship Mateo Sheedy opened in August 2007 as the first Rocketship campus with grades kindergarten through second. The campus originally opened under the name "Rocketship One" inside a San Jose church and soon relocated to its permanent campus on Locust Street in downtown San Jose. It expanded to grade 5 in the 2009-10 school year. <table><tr><td colspan="2">Rocketship Mateo Sheedy Fast Facts (as of April 2016):</td></tr><tr><td>Enrollment</td><td>623</td></tr></table>	Rocketship Mateo Sheedy provides regular opportunities for parents to give input on the running of their school. These opportunities include, but are not limited to, monthly coffee chats with the principal, community meetings, and 1:1 meetings with the school leadership team. In all of these engagement opportunities, RMS encourages parents to comment on the strengths they see in the school and any operational or instructional concerns they may have, which in turn influence the school's plans for LCFF investments. In addition to these regular engagement channels, RMS held in-person Community Meeting on April 13, 2016 to understand the components of LCAP (including the state priorities) and to discuss how we could best use the LCFF funds to serve our

FRL Population	90.00%
EL Population	50.40%
Special Education Population	5.10%
Population by Ethnicity (as of April 2016): Asian: 3.0% African-American: 6.1% Hispanic: 87.5% White: 1.0% Other: 2.4%	

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. As outlined in RMS's charter, the key instructional practices include:

- **Personalization.** Students receive targeted small group instruction through core strategies such as Guided Reading, 1:1 and small group tutoring during their time in the Learning Lab.
- **Blended Learning.** Students benefit from access to adaptive online curriculum that provides them content at or slightly above their skill level, as well as the integration of technology into the classroom for project and writing work.
- **Data driven instruction.** RMS uses a variety of benchmark, formative and summative assessments to continually ensure that students are making progress towards mastery of the CCSS and receiving instruction that is targeted towards their needs. Teachers gather for quarterly professional development "data days" to analyze the interim assessment data.
- **Response to Intervention (RtI).** The RtI framework organizes all of our academic initiatives at RMS. RtI is an ongoing process of using student data to make univeRMSl and individual instructional and intervention decisions. The ultimate goal of RtI is for all students to perform at a proficient or advanced level because they have received appropriate instruction, accommodations, and modifications throughout the year.
- **Teacher Specialization.** All of our teachers specialize in either Humanities (ELA / Social Studies) or Math/Science. Advantages for elementary schools that follow the team teaching approach include deeper content knowledge, a team structure allowing better collaborative focus, easier transition to middle school, and more

students and improve services in alignment with the state priorities. In addition to sharing the state's goals, we shared information about services and resources currently offered by the school that align with those priorities and initial proposals for additional services and resources we could offer. Parent representatives from all student subgroups, including Hispanic and Asian student subgroups and parents of ELs, attended the meeting.

To provide the opportunity for all school stakeholders' voices to be heard, Rocketship shared a survey (which was available in English, Spanish & Vietnamese our student/family population) with all parents. The survey asked parents to indicate their preferences regarding to which services or resources Rocketship Mateo Sheedy should allocate LCFF funds. 210 parents responded, the most of any Rocketship campus. The results of the surveys were tallied and then presented to the School Site Council. The SSC, using the results from the LCAP survey, created a formal recommendation to school leaders and Rocketship staff detailing their priorities for increased funding.

In addition to soliciting parental input into the LCAP, we solicited staff feedback via time during a Thursday PD and an online survey. We also consulted our charter petition to ensure our LCFF investments mirrored the priorities and approach detailed in Rocketship Mateo Sheedy's charter application. We have updated the flow of our LCAP to better align with our charter, making it more transparent for how we will meet and exceed the goals laid out in our charter through our educational program.

Additional groups engaged with during the LCAP process include:
- School Leadership Team
- Rocketship Education governing board
- Rocketship Education network staff and leadership

Students were also consulted in conversations with teachers

flexibility in student grouping.

Community priorities at RMS include:

- **Core Values:** 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 parents during report card season.

Parent Engagement: A core component of Rocketship's theory of action is that parents are essential to the academic success of their student. Through outreach efforts such as conferences, home visits, and community meetings, Rocketship Mateo Sheedy creates a community and fosters parent engagement as a critical element of a Rocketeer's success. RMS has an active parent leadership team and School Site Council.

during regular classroom community meetings. These efforts focused primarily on third through fifth graders. These students were also surveyed to gather data on school safety via a written survey.

The ideas and preferences expressed in parent and staff surveys were totaled and used to influence to what services RMS will allocate LCFF funds. The results were reported to the RMS School Site Council, which came up with a formal recommendation for LCFF uses. These services are explained in full in the below sections of the LCAP. RMS's preferred uses for LCFF funds are, in order of priority:
- Adding an instructional Aide in Kinder classrooms
- Maintaining 4 Enrichment coordinators
- Ensuring that class sizes remain at a 28:1 ratio
- Using funds to bolster personalized learning in the classroom

As such, we will adjust increase enrichment budget by $30,000 and personalized learning by $20,000 ($10,000 for OLPs and $10,000 for Chromebooks).

Annual Update:

Rocketship Mateo Sheedy entered its second year with Principal Jason Fromoltz in 2015-16.

2014-15 was the first year of SBAC implementation. This new test set a much higher bar for our Rocketeers that is calibrated better with our school mission and model. However, because of this new assessment, we are unable to compare SBAC results with previous standardized tests and our 2014-15 results serve as a baseline for which we will measure future growth. RMS ended the 2014-15 school year with 44% of 3rd-5th grade students meeting or exceeding standards in mathematics (compared to 23% for socioeconomically disadvantaged students in nearby schools) and 36% of 3rd-5th grade students meeting or exceeding standards in literacy (compared to 28% of their peers). While RMS students are outperforming their socioeconomically disadvantaged and English Learner peers in math, we are not satisfied with these results. In order to have more students meet or exceed standards on state assessments, RMS implemented has continued to modify its academic program, which is detailed below.

Annual Update:

RMS gathered input from a wide range of stakeholders in determining investments for next year and the use of LCFF funds in particular. Given the preferences of schools staff and families, Rocketship Mateo Sheedy will make the following investments aligned with the state priorities:

- maintaining class size reductions
- investing in school staffing including support staff and enrichment center coordinators
- investing in additional curricular resources including online learning programs and classroom libraries
- supporting technology efforts at the school, including an investment in additional student computers
- investing in teacher professional development and data-driven instruction
- subsidizing the cost of student field trips to provide all

	students with access to enriching opportunities The sections below have been updated to reflect these new priority investments. Some of these, such as class size reduction and support staff, are consistent with 2015-16 investments. Parents and staff believed it was critical to maintain these investments. Others, such as personalized learning and data driven instructions, are initiatives we're dedicating supplemental funding toward for the first time.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory

groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs

must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	A. Improve Rocketeers' proficiency in key content areas, overall and for key subgroups	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	While Rocketship Mateo Sheedy has performed well in comparison to neighboring schools with similar demographics, historically not all students have achieved proficiency. In particular, there is a subset of students who persistently perform in the Below Basic or Far Below Basic quintiles, and new students in particular, enter Rocketship Mateo Sheedy, on average, 1.5 years below grade level. With the increased rigor of the CAASPP, it is even more essential that we invest in strategies to support all our students making progress towards proficiency.
	  1. Reclassification rate
	  2. CELDT score
	  3. CAASP Proficiency rates across subgroups and subjects	

Goal Applies to:	Schools: Rocketship Mateo Sheedy	
	Applicable Pupil Subgroups: All	

	LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	1. Reclassification rate: Baseline +1 2. Progress on CELDT: Maintain at least 80% 3. CAASPP Proficiency Rates				

	Y1 - 2016-17		
	ELA	M	S
CAASPP Overall	38	46	50
CAASPP EL	25	31	43
CAASPP SPED	Baseline + 2		
CAASPP SED	34	43	51

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Mateo Sheedy **curriculum** follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Mateo Sheedy operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre	School wide	__x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24,000 (4100) Core Curriculum *LCFF-base* $21,060 (4210) Books *LCFF-S+C*

requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.			
Personalized Learning A-2. RMS's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students. We invest in **Chromebooks** and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in **technology support consultants**.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Learning Labs** OLPs: $49,100 (4411) *LCFF-S+C* Chromebooks: $39,600 (4421) *LCFF-S+C* Learning Lab Materials $3,000 (4390) *LCFF-base* Leveled Libraries $3,000 (4115) *LCFF-base* RtI Curriculum $1,800 (4120) Tutors $193,300 (2101) *Title I* Technology Consultants $29,700 (5807) *LCFF base*

Special Education supports A-3. Although RMS runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.	School wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_special education_____	$6,600 (ISE 4360, ISE 4330, ISE 4340, ISE 4421) *State Special Education funding* *IDEA*
Class size reductions A-4. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. RMS accomplishes this by not back-filling empty seats in grades 4-5 from natural attrition, forgoing additional per pupil funding.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Class size reductions $227,852 (1101) *LCFF-S+C*
GLAD Training A-5. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with **Project GLAD** (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs	School wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	GLAD Training $17,300 (5804) *Title III* Ongoing literacy teacher PD $27,100 (1101) *Title III*

and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide **ongoing professional development** to our literacy teachers to help them with EL instruction throughout the school year.

LCAP Year 2: 2017-18		

Expected Annual Measurable Outcomes:	1. Reclassification rate: Baseline + 2 2. Progress on CELDT: Maintain at least 80% 3. CAASP Proficiency rates across subgroups and subjects

	Y2 - 2017-18		
	ELA	M	S
CAASPP Overall	40	48	52
CAASPP EL	27	33	45
CAASPP SPED	Basline +4		
CAASPP SED	36	45	53

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Mateo Sheedy curriculum follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24,000 (4100) Core Curriculum *LCFF-base* $21,060 (4210) Books *LCFF-S+C*

every course. Rocketship Mateo Sheedy operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.			
Personalized Learning A-2. RMS's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Learning Labs OLPs: $39,100 (4411) *LCFF-S+C* Chromebooks: $29,500 (4421) *LCFF-S+C* Learning Lab Materials $3,000 (4390) *LCFF-base* Leveled Libraries $3,000 (4115) *LCFF-base* RtI Curriculum $1,800 (4120)

so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students. We invest in **Chromebooks** and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in **technology support consultants**.			Tutors $195,300 (2101) *Title I* Technology Consultants $29,700 (5807) *LCFF base*
Special education supports A-3. Although RMS runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.	School wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_ special education_____	$6,600 (ISE 4360, ISE 4330, ISE 4340, ISE 4421) *State Special Education funding IDEA*
Class size reductions A-4. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. RMS accomplishes this by not back-filling empty seats in grades 4-5 from natural attrition, forgoing additional per pupil funding.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Class size reductions $227,900 (1101) *LCFF-S+C*

| GLAD Training | School wide | __ALL | GLAD Training $15,100 (5804) *Title III* |
| A-5. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide ongoing professional development to our literacy teachers to help them with EL instruction throughout the school year. | | OR:
 __Low Income pupils _x_English Learners
 __Foster Youth __Redesignated fluent English proficient
 __Other Subgroups:(Specify)_____ | Ongoing literacy teacher PD $27,100(1101) *Title III* |

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Reclassification rate: Baseline + 3 2. Progress on CELDT: Maintain at least 80% 3. CAASP Proficiency rates across subgroups and subjects:

	Y3 - 2018-19		
	ELA	M	S
CAASPP Overall	41	49	53
CAASPP EL	28	34	46
CAASPP SPED	Baseline +5		
CAASPP SED	37	46	54

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Mateo Sheedy curriculum follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Mateo Sheedy operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24,000 (4100) Core Curriculum *LCFF base* $21,060 (4210) Books *LCFF- S+C*
Personalized Learning A-2. RMS's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**. 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	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Learning Labs** OLPs: $39,100 (4411) *LCFF-S+C* Chromebooks: $29,500 (4421) *LCFF-S+C*

individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students. We invest in **Chromebooks** and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in **technology support consultants**.			Learning Lab Materials $3,000 (4390) *LCFF-base* Leveled Libraries $3,000 (4115) *LCFF-base* RtI Curriculum $1,800 (4120) Tutors $197,200 (2101) *Title I* Technology Consultants $29,700 (5807) *LCFF base*
Special education supports A-3. Although RMS runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.	School wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_special education_____	$6,600 (ISE 4360, ISE 4330, ISE 4340, ISE 4421) *State Special Education funding IDEA*
Class size reductions	School wide	_x_ALL	

A-4. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. RMS accomplishes this by not back-filling empty seats in grades 4-5 from natural attrition, forgoing additional per pupil funding.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Class size reductions $227,900 (1101) *LCFF-S+C*
GLAD Training A-5. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide ongoing professional development to our literacy teachers to help them with EL instruction throughout the school year.	School wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	GLAD Training $17,300 (5804) *Title III* Ongoing literacy teacher PD $27,100 (1101) *Title III*

GOAL:	B. Rocketeers will have access to Common Core standards aligned curriculum across a	Related State and/or Local Priorities:

	broad array of content areas taught by appropriately assigned, highly qualified teachers	1x_ 2_x_ 3__ 4x_ 5__ 6__ 7__ 8__
		COE only: 9__ 10__
		Local : Specify _____

Identified Need :	Now that Common Core State Standards are fully implemented, it is essential that we are providing students with aligned curriculum and material. Rocketship Mateo Sheedy adopted a CCSS aligned Math curriculum and Writing program in 2014-15. RMS is now working to leverage technology as a means of personalizing education for students and building students' technical fluency and invest in science and social studies curricula. 1. School provides standards-aligned instructional materials 2. School provides standards-aligned professional development 3. 100% of full-time teachers have appropriate credentials

Goal Applies to:	Schools:	RMS
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. School provides standards-aligned instructional materials with focus on non-fiction and vocabulary study in social studies 2. School provides standards-aligned professional development with focus non-fiction and vocabulary study in social studies 3. 100% of full-time teachers have appropriate credentials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development B-1. *Summer PD* Each summer, RMS hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. *Thursday PD* Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Summer:** $108,400 SL and Teacher compensation (1301, 1101) *LCFF-base* **Thursday:** $45,100 SL and Teacher compensation (1301, 1101) *LCFF-S+C* **PD Fund** $15,000 (5804) *LCFF-base*

areas of development they see as most beneficial to the staff, personalizing supports for teachers. *Professional Development Fund* Rocketship Mateo Sheedy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RMS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.			
Assessments B-2. Students will take a variety of internal and external **assessments** to determine progress and areas of weakness. Assessments include: - Four rounds of cumulative assessments - NWEA three times per year - STEP at least four times per year - State-mandated CAASPP To ensure that our students are ready for success on the CAASPP, Rocketship Mateo Sheedy transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. RMS will hire **temporary staff** members to facilitate administration and scoring of assessments	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Assessments $28,800 (4414) *LCFF-base* Temps $16,800 (5838) *LCFF-base*
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RMS will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$42,100 Teacher and SL compensation (1101, 1301) *LCFF-S+C*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.			
Coaching B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RMS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Coaching $103,500 AP compensation (1301) *LCFF-base*
Teacher Credentialing B-5. 100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status. RMS partners with the Reach Institute for credentialing teachers.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Credentialing $25,400 (5833) *Title II Educator Effectiveness Grant*

<table>
<tr><td colspan="4" align="center">LCAP Year 2: 2017-18</td></tr>
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Expected Annual Measurable Outcomes:	1. School provides standards-aligned instructional materials with focus on project-based learning 2. School provides standards-aligned professional development with focus on project-based learning 3. 100% of full-time teachers have appropriate credentials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development B-1. *Summer PD* Each summer, RMS hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Summer:** $109,500 SL and Teacher compensation (1301, 1101) *LCFF-base* **Thursday:** $46,500 SL and Teacher

by subject and grade and focus on skill-building to maximize teacher time. *Thursday PD* Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. *Professional Development Fund* Rocketship Mateo Sheedy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RMS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.			compensation (1301, 1101) *LCFF-S+C* **PD Fund** $15,000 (5804) *LCFF-S+C*
Assessments B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • Four rounds of cumulative assessments • NWEA three times per year • STEP at least four times per year • State-mandated CAASPP To ensure that our students are ready for success on the CAASPP, Rocketship Mateo Sheedy transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Assessments $28,800 (4414) *LCFF-base* Temps $16,300 (5838) *LCFF-base*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
RMS will hire temporary staff members to facilitate administration and scoring of assessments			
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RMS will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$42,500 Teacher and SL compensation (1101, 1301) *LCFF-S+C*
Coaching B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RMS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Coaching $104,500 AP compensation (1301) *LCFF-base*
Teacher Credentialing B-5. 100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status. RMS partners with the Reach Institute for credentialing teachers.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Credentialing $25,400 (5833) *Title II Educator Effectiveness Grant*

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. School provides standards-aligned instructional materials with focus on integrated STEM 2. School provides standards-aligned professional development with focus on integrated STEM 3. 100% of full-time teachers have appropriate credentials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Professional Development B-1. *Summer PD* Each summer, RMS hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. *Thursday PD* Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. *Professional Development Fund* Rocketship Mateo Sheedy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RMS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Summer:** $110,300 SL and Teacher compensation (1301, 1101) *LCFF-base* **Thursday:** $47,000 SL and Teacher compensation (1301, 1101) *LCFF-S+C* **PD Fund** $15,000 (5804) *LCFF-S+C*
Assessments B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • Four rounds of cumulative assessments • NWEA three times per year	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Assessments $28,800 (4414) *LCFF-base*

• STEP at least four times per year • State-mandated CAASPP To ensure that our students are ready for success on the CAASPP, Rocketship Mateo Sheedy transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. RMS will hire temporary staff members to facilitate administration and scoring of assessments			Temps $16,800 (5838) *LCFF-base*
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RMS will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$43,000 Teacher and SL compensation (1101, 1301) *LCFF-S+C*
Coaching B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RMS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Coaching $105,600 AP compensation (1301) *LCFF-Base*
Teacher Credentialing B-5. 100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Credentialing $25,400 (5833) *Title II Educator Effectiveness Grant*

assignment and credential status. RMS partners with the
Reach Institute for credentialing teachers.

GOAL:	C. School environment will be safe and welcoming for all students	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5__ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	In order to be ready to learn, students need to know they are in a safe environment. While Rocketship Mateo Sheedy has a strong foundation in positive behavioral practices, including implementation of the Positive Behavioral Intervention and Supports framework, we believe it is critical to maintain these high standards. We also seek to eliminate bullying on our campus. Finally, we are concerned about safety concerns associated with heavy trafficked times such as pick up and drop off. 1. Parents believe school is a safe place for their children 2. 3rd-5th grade students believe school is a safe environment to learn 3. Student suspension rate 4. Student expulsion rate

Goal Applies to:	Schools:	RMS
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Parents believe school is a safe place for their children: 95% 2. 3rd-5th grade students believe school is a safe environment to learn: 93% 3. Student suspension rate below that of neighboring schools 4. Student expulsion rate <1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
BOM C-1. Rocketship Mateo Sheedy employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RMS's and the state's goals for student safety and maintaining facilities.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,650 BOM (2301) *LCFF-base*
School Maintenance	School wide	_x_ALL	$48,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Building repairs (5610) *LCFF-base*
Capital Facilities Repairs C-3. We allocate funds for capital facilities projects that extend beyond general maintenance and upkeep. These projects are large improvements on our facilities and benefit all students, families and staff.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$113,500 Building repairs (5610) *LCFF-base*
Custodial Services + Supplies C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we employ a custodial team to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$76,600 Custodial services (5821) *LCFF-base*
Support Staff C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$140,200 Support Staff Compensation (2201) *LCFF-S+C*

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Parents believe school is a safe place for their children: 95% 2. 3rd-5th grade students believe school is a safe environment to learn: 95% 3. Student suspension rate below that of neighboring schools 4. Student expulsion rate <1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

BOM C-1. Rocketship Mateo Sheedy employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RMS's and the state's goals for student safety and maintaining facilities.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$101,650 BOM (2301) *LCFF-base*
School Maintenance C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$48,000 Building repairs (5610) *LCFF-base*
Custodial Services + Supplies C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we employ a custodial team to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$76,600 Custodial services (5821) *LCFF- base*
Support Staff C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$141,600 Support Staff Compensation (2201) *LCFF-S+C*

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	1. Parents believe school is a safe place for their children: 95% 2. 3rd-5th grade students believe school is a safe environment to learn: 95% 3. Student suspension rate below that of neighboring schools

	4. Student expulsion rate <1%			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
BOM C-1. Rocketship Mateo Sheedy employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RMS's and the state's goals for student safety and maintaining facilities.		School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$102,700 BOM (2301) *LCFF-base*
School Maintenance C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff.		School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$48,000 Building repairs (5610) *LCFF-base*
Custodial Services + Supplies C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we employ a custodial team to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.		School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$76,600 Custodial services (5821) *LCFF-Base*
Support Staff C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.		School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$143,100 Support Staff Compensation (2201) *LCFF-S+C*

GOAL:	D. Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6_x_ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	In order to close the achievement gap, Rocketeers must continue to value education beyond their time at Rocketship. 1. Student suspension rate 2. Student expulsion rate 3. Percent of chronically absent students 4. School ADA rate

Goal Applies to:	Schools: RMS
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Student suspension rate: Below norm for schools with similar populations 2. Student expulsion rate: <1% 3. Student absenteeism: 3.1% 4. School ADA rate: >95%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Enrichment D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our Special Education students, this can be an especially motivating and engaging portion of their day.	School wide	_x_ ALL

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Enrichment Coordinators $160,800 (2101) *LCFF-S+C* |
| **Field Trips** | School wide | _x_ ALL | $33,000 |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstone of our field trip experience is Fifth Grade Camp. Each year, Rocketship 5th graders goes to Groveland, CA for one week of hiking, science lessons, outdoor exploration and camp fun. For many Rocketeers, this is one of their first experiences leaving home.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Field Trips (5806) *LCFF-S+C*
Social Emotional Learning D-3. RMS has been using Positive Behavior Intervention and Supports (PBIS) since 2012-13. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,300 Instructional supplies (4340) *LCFF-Base*

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Student suspension rate: Below norm for schools with similar populations 2. Student expulsion rate: <1% 3. Student absenteeism: <3% 4. ADA: >95%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Enrichment D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Enrichment Coordinators $127,900 (2101) *LCFF-S+C*

opportunity to engage in physical education, art, and various other enrichment activities. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our Special Education students, this can be an especially motivating and engaging portion of their day.			
Field Trips D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstone of our field trip experience is Fifth Grade Camp. Each year, Rocketship 5th graders goes to Groveland, CA for one week of hiking, science lessons, outdoor exploration and camp fun. For many Rocketeers, this is one of their first experiences leaving home.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$33,000 Field Trips (5806) *LCFF-S+C*
Social Emotional Learning D-3. RMS has been using Positive Behavior Intervention and Supports (PBIS) since 2012-13. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,300 Instructional supplies (4340) *LCFF-Base*
LCAP Year 3: 2018-19			

Expected Annual Measurable Outcomes:	1. Student suspension rate: Below norm for schools with similar populations 2. Student expulsion rate: <1% 3. Student absenteeism: <3.0% 4. ADA: >95%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Enrichment D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our Special Education students, this can be an especially motivating and engaging portion of their day.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Enrichment Coordinators $129,200 (2101) *LCFF-S+C*
Field Trips D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstone of our field trip experience is Fifth Grade Camp. Each year, Rocketship 5th graders goes to Groveland, CA for one week of hiking, science lessons, outdoor exploration and camp fun. For many Rocketeers, this is one of their first experiences leaving home.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$33,000 Field Trips (5806) *LCFF-S+C*
Social Emotional Learning D-3. RMS has been using Positive Behavior Intervention and Supports (PBIS) since 2012-13. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,300 Instructional supplies (4340) *LCFF-Base*

fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills.

GOAL:	E. Rocketship parents are engaged in their students' education	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	We seek to increase engagement among parents and students alike. We view parents at critical partners in our work of educating students. Rocketship Mateo Sheedy has a number of effective parent engagement strategies, including a sophisticated parent council structure, upon which we will continue to build. We see a need to increase our level of student engagement to ensure that our students are invested in their education. Additionally, we have a need for further diversifying the educational opportunities for our students outside the core classroom and we believe that increased enrichment can support this need. 1. Percentage of parents attending an average of at least one school event per month 2. Parents are satisfied with the relationship with their child's teachers 3. Number of community meetings each year 4. Number of parent conferences each year

Goal Applies to:	Schools:	RMS
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Percentage of parents attending an average of at least one school event per month: baseline 2. Parent satisfaction: 76% 3. Number of community meetings each year: at least 5 meetings 4. Number of parent conferences: at least 3

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent involvement **E-1. Community Events:** RMS hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RMS invests in parent appreciation items and provides a materials budget. **Parent Volunteer Opportunities:** Rocketship Mateo Sheedy parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RMS teachers and staff with various	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Appreciation and Materials $13,500 (5822, 4510) *LCFF-base*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events.			
Parent Outreach E-2. RMS provides many opportunities throughout the school year for parents to interact with RMS staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Outreach $7,800 (1101) *LCFF-base*
Office Manager E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$75,900 OM Compensation (2401) *LCFF-base*

LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:	1. Percentage of parents attending an average of at least one school event per month: baseline + 1% 2. Parent satisfaction: 78% 3. Number of community meetings each year: at least 5 meetings 4. Number of parent conferences: at least 3

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent involvement **E-1. Community Events:** RMS hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RMS invests in parent appreciation items and provides a materials budget. **Parent Volunteer Opportunities:** Rocketship Mateo Sheedy parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RMS teachers and staff with various school operations. These activities will vary widely but will	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Appreciation and Materials $13,500 (5822, 4510) *LCFF-Base*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
include classroom assistance, translating documents, administrative assistance, and assisting in special school events.			
Parent Outreach E-2. RMS provides many opportunities throughout the school year for parents interact with RMS staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Outreach *$7,900 (1101) LCFF-Base*
Office Manager E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$76,700 OM Compensation (2401) *LCFF-Base*

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	1. Percentage of parents attending an average of at least one school event per month: baseline +2% 2. Parent satisfaction: 80% 3. Number of community meetings each year: at least 5 meetings 4. Number of parent conferences: at least 3		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent involvement **E-1. Community Events:** RMS hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RMS invests in parent appreciation items and provides a materials budget. **Parent Volunteer Opportunities:** Rocketship Mateo Sheedy parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RMS teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents,	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Appreciation and Materials $13,500 (5822, 4510) *LCFF-base*

administrative assistance, and assisting in special school events.			
Parent Outreach E-2. RMS provides many opportunities throughout the school year for parents interact with RMS staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Outreach *$7,900 (1101) LCFF-base*
Office Manager E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$77,400 OM Compensation (2401) *LCFF-base*

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	A. Students have access to Common Core standards aligned curriculum and technology and enroll in courses covering a broad array of content areas taught by appropriately assigned teachers	Related State and/or Local Priorities: 1x_ 2x_ 3__ 4__ 5__ 6__ 7x_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Rocketship Mateo Sheedy
	Applicable Pupil Subgroups: All students

Expected Annual Measurable Outcomes:	(i) School provides standards-aligned instructional materials with focus on non-fiction and vocabulary study in science (ii) School provides standards-aligned professional development with focus on non-fiction and vocabulary study in science (iii) 100% of full-time teachers have appropriate credentials	Actual Annual Measurable Outcomes:	(i) School did provide standards-aligned instructional materials with focus on science (ii) School did provide standards-aligned professional development with focus on science (iii) 100% of full-time teachers did have appropriate credentials

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A-1. The Rocketship Mateo Sheedy curriculum follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA	$24,003 (Other)	Rocketship Mateo Sheedy continued to implement Common Core-aligned curricula. After implementing new ELA and math curricula last year, RMS used Core Curriculum budget to bolster math curriculum materials, socio-emotional Kimochi materials, and literacy resources. These benefit all students, including EL and special education because of	$4,125 (Other)

and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Mateo Sheedy operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. For EL students, Rocketship Mateo Sheedy will provide additional small group instruction in both math and ELA in order to build language acquisition and to pre-teach or preview content. Budget Allocation: Core Curriculum		the inclusion model run in our schools. Additionally, we are monitoring the state roll-out of Next Generation Science Standards (NGSS) and have aligned our curriculum accordingly. We encompass the three Disciplinary Core Ideas of the NGSS, physical sciences, life sciences, and earth science. We also administer NGSS-aligned unit assessments. We integrate science instruction throughout various mediums so that skills that can be applied to subject matter at any time (i.e. recording observations, reading maps, using timelines). By teaching these core subjects in various modalities, we're helping all students, including special education and English Learners master the concepts via the method they respond to best. Our spending for core curriculum was under budget because of investment in this area last year.	
Scope of service: School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
A-2. To ensure that our students are ready for success on the CAASPP, Rocketship Mateo Sheedy transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. All students will use these assessments, with appropriate modifications and accommodations provided to qualifying students. Budget Allocation: Assessment Software & Materials	$11,700 (Other)	Rocketship continued to prioritize student readiness on state assessments. Our students took regular computer-based benchmark assessments to both gauge their progress and allow them to become comfortable with online assessments. Using computer-based assessments also allowed for teachers and school leaders to quickly gather and analyze student progress, enabling them to modify instructional practices to better suit student needs. We also invested in UChicago STEP assessments to help gauge student literacy progress.	$11,701 (other)
Scope of service: School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		**Scope of service:** School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	
A-3. Rocketship Mateo Sheedy students will be provided access to a broad array of content areas. Science and Social Studies instruction will be embedded in either Humanities or Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. These thematic units provide an anchor for EL students, rooting math and ELA skills in common content. This approach has been shown to build vocabulary and schema among EL students. In accordance with the ELL framework and CCSS, these thematic units will also provide research opportunities to students to perform receptive tasks such as reading research, analytical tasks such as synthesizing sources and productive language functions such as presenting their findings. While all students will benefit from these units, EL students will receive additional support, such as previewing vocabulary and extra preparation for oral presentations, as needed. Students will have access to Physical Education and the Arts through an Enrichment block, as well as adaptive online curriculum and tutoring during their time in the Learning Lab. All Rocketship Mateo Sheedy teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science classrooms. Budget Allocation: Certification Costs	$25,410 (Other)	RMS continued to use the instructional programs implemented last year. Students were exposed to science and social studies themes in their Humanities and Math instruction, through which instructional practices were honed using the Understanding by Design framework. Students had the ability to experience "hands on" science through gardening enrichment. As of April 2016, 100% of Rocketship Mateo Sheedy teachers were highly-qualified. Certification costs were lower than the budgeted amount. This is because more incoming teachers came to RMS with clear credentials. Therefore, RMS did not need to spend the full amount allocated for certification costs.	$10,500 (Other)

Scope of service:	School-wide		Scope of service:	School-wide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

A-4. Increase classroom libraries that align to Common Core Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level.	$45,063 (LCFF-S)	Rocketship Mateo Sheedy made significant investment in classroom libraries. These libraries are CCSS-aligned. A major portion of this investment is in Perfection Learning books, which are innovative literature programs for teaching critical thinking skills while incorporating CCSS standards. These books include fiction and nonfiction, print, hybrid print-digital programs and cover both humanities and math subjects. As noted in our plan, expanded libraries	$32,582 (LCFF-S)

Additionally, we will invest in culturally relevant literature to ensure our libraries are both accessible and engaging to students of all backgrounds and at all reading levels. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home. Budget Allocation: Classroom Libraries		enabled us to loan out books so that Rocketeers can practice reading at home.	
Scope of service: School-wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** School-wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
A-5. Increase instructional supplies that assist in the instruction of Common Core Rocketship Mateo Sheedy has invested in Common Core aligned materials for Math and ELA. With our Math curricula we will focus on teaching math reasoning and logical thinking as well as emphasizing visual learning as a way to help students deeply understand the conceptual underpinnings behind mathematical algorithms. Our ELA curricula will support a deeper focus on the three main genres of narrative, opinion and informational reading and writing while also providing a clear K-5 continuum for craft, language skills, and genre study. All students, including those with an IEP, will access this ELA and math curriculum, with general education and Special Education staff providing appropriate modifications and accommodations to enable students to access this content. Students now need access to additional instructional supplies, such as workbooks, manipulatives and more to complement this existing curriculum and enrich their learning experience. Budget Allocation: Instructional Supplies	$27,320 (LCFF-S)	As noted above, RMS continue to invest in CCSS-aligned curriculum. In addition to this curriculum, RMS invested in additional supplies to support this learning, including math manipulatives to support student mastery of content from a concrete to a pictorial to a conceptual understanding of mathematics. Instructional supplies were a high priority for parents last year and we will continue to make sure that this budget is utilized next year as well.	$23,457 (LCFF-S)
Scope of service: School-wide _x_ALL		**Scope of service:** School-wide _x_ ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**OR:** __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
A-6. Increase technology support In order to better leverage technology to address the Common Core and technical skills required in the writing and speaking & listening portions of the new standards, Rocketship Mateo Sheedy will be increasing the number of computers in the classroom. In Humanities, this integration will focus heavily on the Common Core writing, research and communication standards. In math/science, this integration will focus on fact fluency, mathematical reasoning and justification and problem-solving. Budget Allocation: Student Computer Equipment	$41,763 (LCFF-S)	Rocketship Mateo Sheedy purchased computers to replace broken devices and purchased new Chromebooks for use in the classroom. These Chromebooks are used in a variety of ways including highly-personalized center activities powered by ST Math, iReady, MyON and other programs. They are also used for whole class activities such as publishing writing pieces, conducting research and participating in the Hour of Code campaign.	$40,756 (LCFF-S)
Scope of service: School-wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** School-wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
A-7. In addition to increasing student computer equipment, RMS will be making an investment in support to ensure that the technology is working smoothly for students. Budget Allocation: Technology Support	$29,700 (other)	With the full transition to online CAASPP, RMS invested significantly in technology consultants to ensure that our systems could handle the increased load of students simultaneously taking online assessments. Additionally, technology consultants are able to help troubleshoot other technical issues for both hardware (Chromebooks) and software.	$26,799 (other)
Scope of service: School-wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** School-wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
A-8. Professional Development Fund	$15,000 (other)	Rocketship Mateo Sheedy offered teachers the opportunity to engage in professional development activities outside the scope of what the school	$17,368 (other)

Rocketship Mateo Sheedy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RMS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received. Budget Allocation: PD Fund		provides. All of our students benefit from this, with our special education population specifically benefiting from inclusion PD. We were significantly under budget for PD Fund. As a result, we will make an extra effort this coming year to help staff find appropriate professional development activities and help them utilize this resource.	
Scope of service: School-wide		**Scope of service:** School-wide	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We met each of our Goal 1 Targets for this year and are working hard toward continuing this trend next year. With significant changes to state educational practices over the past few years, including Common Core and online Smarter Balanced assessments, RMS school leaders and staff have made major investments to prepare our Rocketeers for success. This has included transitioning to all CCSS-aligned Online Learning Program Suite, purchasing CCSS-aligned instructional materials and adding additional SBAC interim assessments and we have met each of our metrics for this goal. We have added quarterly cumulative assessments aligned to the network scope & sequence map and CCSS to drive instruction, and daily formative assessment resources, and resources for re-assessment after re-teaching to know when our students have mastered a subject and when they are still struggling. While our students have made progress and perform well when compared to their peers, we see a lot of room for growth. We will achieve this through a continued investment in our Personalized Learning program, which includes use of adaptive online learning programs and small group tutoring to supplement our regular classroom instruction. Because personalized learning occurs across all subjects, students receive the targeted help they need in the subject they need it. Personalized learning not only benefits students who are struggling, but our students who are performing above grade level, and increasing personalized learning was the second highest priority for parents. Additionally, our math instruction will include regular inclusion of math performance tasks in instructional scope & sequence maps, as well as network-aligned unit assessments at the end of every unit. To help our English Learners, we will continue to invest in Project GLAD for all new teachers. This year we added more professional development for literacy teachers to help them throughout the year with integrating EL instruction into their everyday classroom model. We have seen success with this and will continue this investment next year.

Original GOAL from prior year LCAP:	B. School environment will be safe and welcoming for all students		Related State and/or Local Priorities: 1x_ 2__ 3__ 4__ 5__ 6x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Rocketship Mateo Sheedy	
	Applicable Pupil Subgroups:	All students	

Expected Annual Measurable Outcomes:	Suspension Rate: Rate below norm for schools with similar populations Expulsion rate: <1% Parents believe school is a safe place for their children: 93% 3rd-5th grade students believe school is a safe environment to learn: 91%	Actual Annual Measurable Outcomes:	(i) 2.4% (compared to local rate of 1.8%) (ii) 0% (iii)91% (iv) 53%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
B-1. Rocketship Mateo Sheedy works to establish a safe school environment through the use of a Positive Behavior Interventions and Supports (PBIS) system. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. RMS has implemented Tier I and Tier II behavioral supports and will expand to Tier III behavioral services to mirror our three tiers of academic supports. While all students benefit from PBIS, students with behavioral needs or those with behavior support plans, particularly benefit from a positive behavior system. Budget Allocation: RTI Curriculum	$1,800 (Other)	Our schools are continuing to work to implement all components of the PBIS framework consistently and with fidelity. This year we have made significant progress in several domains. First, RMS's PBIS team has worked to increase behavior incident documentation in order to make data-based decisions when thinking through school initiatives, incentives, and consequences. Second, and as a result of the first, our team is now able to identify priority areas and common problem behaviors. Teachers have been relying on this data to plan out strategic, skill-based social-emotional learning objectives that align to the needs of their students and classes. We experienced an increase in student suspensions and subsequently invested in more PBIS curriculum to better support our students and reduce behavioral issues.	$5,615 (Other)
Scope of service:	School-wide	Scope of service:	School-wide
_x_ALL		_x_ALL	
OR:		OR:	

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
B-2. We ensure that school facilities are in good repair through annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. We invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Budget Allocation: Building Repairs	$65,700 (Supplemental Funding)		Over the course of the 2015-16 school year, RMS dedicated funds to building maintenance and repair. As our oldest building, we recognize the importance of budgeting for preventative maintenance as well as capital repairs when the budget allows. RMS spent $397,276 on Capital Improvements. In order to make our lunchtime more efficient and safer, we installed a new servery. Additionally, we renovated the administration building and installed controlled access as a result of parent and staff safety concerns. In order to keep our classrooms looking nice, we painted each of them. In response to parent and staff concerns, we renovated the kinder restrooms as well.	$110,669 (building repairs) (Supplemental Funding) $397,276 (capital improvements) (Supplemental Funding)
Scope of service:	School-wide		**Scope of service:**	School-wide	
__x_ALL			__x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
B-3. Increase support staff (arrival, dismissal, hourly) In order to continue to strengthen our systems and operations we have decided to invest in additional staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By increasing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time. Budget Allocation: Support Staff Salaries	$160,539 (Supplemental Funding)		Additional support staff have been a critical investment at RMS, providing the necessary staffing for our universal breakfast program, lunch, arrival and dismissal. Support staff are consistently sited by parents and staff as one of the most necessary investments to ensure smooth transitions, especially during lunch, recess, arrival and dismal. Support staff are posted at strategic locations around the campus to ensure no one gains entry to the school without an appropriate pass, that all student walkers are accompanied by an adult, and that all cars obey the arrival and dismissal procedures, thereby ensuring greater safety for our students. They also provide a consistent and friendly presence for students and parents during these key interactions. We were over budget with our support staff expenditures because staff because of needing to increase hours as a result of parent concerns about the efficiency of meal and transition times. We also needed to increase support staff at arrival and dismissal due to safety concerns as	$198,097 (Supplemental Funding)

			well.	

Scope of service:	School-wide		Scope of service:	School-wide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

B-4. Rocketship Mateo Sheedy employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RMS's and the state's goals for student safety. Budget Allocation: Business Operations Manager	$101,992 (Supplemental Funding)	The Business Operations Manager has been a critical role for improving daily operations on RMS's campus. One of the BOMs main responsibilities is managing support staff and, as mentioned above, we increased support staff hours this year in response to parent and staff concerns about high transition times. We implemented a new BOM-in-training program this year, and RMS had rotations of Operations Coordinators. These positions are lower the BOMs, and thus the BOM line item was under budget.	$85,205 (Supplemental Funding)

Scope of service:	School-wide		Scope of service:	School-wide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	RMS did not meet targets for suspensions and student feelings toward safety at the school. Part of the reason for this drop in student safety feelings could be attributed to new methodology for surveying (distribution of a paper survey to more three times as many students), but we are not allowing ourselves to use this as an excuse. Subsequently, one of our biggest areas of investment is student safety. We have seen returns from our investments in school safety. Our students are responding well to PBIS curriculum, and in the coming school year, we plan to push our school core values to the next level by aligning all incentives and consequences to these values, creating normed definitions for each core value, and further building out students' understanding of each core value, how they can embody it, and why these character skills are important to being successful and happy members of their communities. Social-emotional learning is an ongoing process and we continue to invest in improving our program each year. We also anticipate that this will reduce student disciplinary actions as well. As mentioned above, we increased our spending on PBIS curriculum this year.

We have additional capital improvements budget for RMS, as well and will work with parents and school staff to determine the best use of these funds. With an aging campus, we recognize the importance of staying on top of regular maintenance, as well as occasional large projects to not only increase the campus aesthetic but also address safety concerns as well. This summer, RMS will have restrooms upgraded and classrooms painted. Principal Fromoltz has noted safety improvements, as well, such as the possibility of adding a crossing guard.

Finally, due to the benefits of investing in staff to support school operations (the BOM and support staff), we will continue investments in these areas next year. These staff are dedicated to ensuring RMS runs smoothly and we will look to further increase their effectiveness and look to improve the roles based on parent and staff feedback.

Original GOAL from prior year LCAP:	C. Improve proficiency in key content areas, overall and for key subgroups (ELA, Math and Science for ELs, SPED and SED students)	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Rocketship Mateo Sheedy
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:						Actual Annual Measurable Outcomes:	Results unavailable

Expected Annual Measurable Outcomes:

	CY - 2015-16		
	ELA	M	S
CAASPP Overall	37	45	49
CAASPP EL	23	29	41
CAASPP SPED	Baseline + 1		
CAASPP SED	32	41	49

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
C-1. As described in support of Goal A above, Rocketship Mateo Sheedy's instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content	$51,050 (other)	Rocketship Mateo Sheedy used a variety of curricula, both print and digital. New copies of Leveled Libraries were purchased for the Learning Labs, increasing each student's opportunity to read grade and proficiency-specific materials.	$51,762 (other)

areas. As described in section 1, RMS's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. In addition, our adaptive Online Learning Programs are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students. Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs		RMS utilizes a suite of OLPs to reach students at every level and cover topics in math, literacy and typing. Math OLPs include ST Math, Dreambox and iReady. Our literacy OLPs are Lexia, myON, and iReady. We use Typing Club to teach student typing. The expenditures in this category were used to purchase licenses for the school year. All curriculum purchases are Common Core-aligned.	
Scope of service: School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
C-2. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings.	$5,000 (Title III)	RMS continues to partner with Project GLAD to ensure all teachers are trained on the GLAD strategies for ELD instruction and are familiar with the new ELD framework developed by the CDE. These practices are embedded in all parts of instruction so that EL RMS students always engage in appropriate and accessible instruction.	$5,375 Title III

Budget Allocation: Staff Training (GLAD)				
Scope of service: School-wide __ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**Scope of service:** School-wide __ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
C-3. Maintain Class Size Reduction Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. **Budgetary Impact:** Maintain Class Size Reduction	$246,921 (Supplemental Funding)		In 2014-15, RMS reduced class sizes by an average of 2 students per class by admitting fewer new students and by refraining from backfilling departures in the upper grades. In 2015-16, we were committed to maintaining these reductions. We continue to see more personalized attention for students, more targeted small group groupings and less congestion during peak events such as the morning launch ritual, hallway transitions, lunch, recess and enrichment. Parents appreciate the smaller class sizes as well and show interest in maintaining these reductions. RMS parents voted that maintaining class size reductions is their highest priority for additional funding next year.	$227,852 (Supplemental Funding)
Scope of service: School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**Scope of service:** School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our Personalized Learning model is the cornerstone of Rocketship Mateo Sheedy's educational program, but as technology and research on effective practices grows, RMS is committed to adapting our programs. Now that the CCSS-transition is complete and teachers are comfortable with the curriculum, we are looking forward to investing more resources in innovating our personalized learning model next year, which includes modifying our OLP suite as necessary. Investing in Personalized Learning is the second-highest priority for RMS parents and we've added $15,000 total between to the Chromebooks and OLP budgets for RMS next year. Rocketship continues to see great benefits from our partnership with Project GLAD for ELD training for teachers. Our teachers regularly cite			

this as highly influential to their daily practices in the classroom and their growth as professionals. We will continue to invest in GLAD training for new staff and invest our time in deepening our understanding of the ELD framework. Since we have seen through CAASPP results that despite performing well against their California peers, our EL students still lag behind their non-EL counterparts. We have budgeted additional funds for ongoing PD targeted at Literacy teachers.

LCFF funding as allowed us to maintain class-size reductions first implemented three years ago. Over this period, the school environment is less congested and staff are better able to address problems with fewer students. Our teachers similarly note that they are better able to reach all students in their classes and have had fewer classroom disruptions since class size reductions took effect. Most grades at RMS are below the 28:1 class-size target. Keeping classes small is the top priority for staff and parents.

Original GOAL from prior year LCAP:	D. Build teacher capacity to support timely reclassification.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Rocketship Mateo Sheedy
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	(i) Reclassification rate: Baseline (ii) Annual progress on CELDT (AMAO 1): 84.5%	Actual Annual Measurable Outcomes:	Results unavailable

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
D-1. As described in support of Goal A above, Rocketship Mateo Sheedy's instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RMS's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our	See C-1	Rocketship Mateo Sheedy used a variety of curricula, both print and digital. New copies of Leveled Libraries were purchased for the Learning Labs, increasing each student's opportunity to read grade and proficiency-specific materials. RMS utilizes a suite of OLPs to reach students at every level and cover topics in math, literacy and typing. Math OLPs include ST Math, Dreambox and iReady. Our literacy OLPs are Lexia, myON, and iReady. We use Typing Club to teach student typing. The expenditures in this category were used to purchase licenses for the school year. All curriculum purchases are Common Core-aligned.	See C-1

RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. In addition, our adaptive Online Learning Programs are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students. Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention			
Scope of service: School-wide		**Scope of service:** School-wide	
__ALL		__ALL	
OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
D-2. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. In addition to our core instructional strategies, we employ a number of essential actions in unique service of our EL students. Many of these actions, such as the GLAD professional development, are specifically	See C-2	RMS continues to partner with Project GLAD to ensure all teachers are trained on the GLAD strategies for ELD instruction and are familiar with the new ELD framework developed by the CDE. These practices are embedded in all parts of instruction so that EL RMS students always engage in appropriate and accessible instruction.	See C-2

designed to ensure EL students attain English proficiency and meet the same challenging content as other students.

Budget Allocation: Staff Training (GLAD)

Scope of service:	School-wide		Scope of service:	School-wide	
__ALL			__ALL		
OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

D-3. Maintain Class Size Reduction
Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers.   In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings.

Budgetary Impact: Maintain Class Size Reduction

See C-3

In 2014-15, RMS reduced class sizes by an average of 2 students per class by admitting fewer new students and by refraining from backfilling departures in the upper grades. In 2015-16, we were committed to maintaining these reductions. We continue to see more personalized attention for students, more targeted small group groupings and less congestion during peak events such as the morning launch ritual, hallway transitions, lunch, recess and enrichment. Parents appreciate the smaller class sizes as well and show interest in maintaining these reductions. RMS parents voted that maintaining class size reductions is their highest priority for additional funding next year.

See C-3

Scope of service:	School-wide		Scope of service:	School-wide	
__ALL			__ALL		
OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our Personalized Learning model is the cornerstone of Rocketship Mateo Sheedy's educational program, but as technology and research on effective practices grows, RMS is committed to adapting our programs. Now that the CCSS-transition is complete and teachers are comfortable with the curriculum, we are looking forward to investing more resources in innovating our personalized learning model next year, which includes modifying our OLP suite as necessary. Investing in Personalized Learning is the second-highest priority for RMS parents and we've added $15,000 total between to the Chromebooks and OLP budgets for RMS next year. These investments particularly benefit

our ELs by being able to offer them material at their level of English proficiency. The interventionist position was able to help our EL and Special Ed students in particular.

Rocketship continues to see great benefits from our partnership with Project GLAD for ELD training for teachers. Our teachers regularly cite this as highly influential to their daily practices in the classroom and their growth as professionals. We will continue to invest in GLAD training for new staff and invest our time in deepening our understanding of the ELD framework. Since we have seen through CAASPP results that despite performing well against their California peers, our EL students still lag behind their non-EL counterparts. We have budgeted additional funds for ongoing PD targeted at Literacy teachers.

LCFF funding as allowed us to maintain class-size reductions first implemented three years ago. Over this period, the school environment is less congested and staff are better able to address problems with fewer students. Our teachers similarly note that they are better able to reach all students in their classes and have had fewer classroom disruptions since class size reductions took effect. Most grades at RMS are below the 28:1 class-size target. Keeping classes small is the top priority for staff and parents. Our ELs particularly benefit from reduced class sizes because they have more personal attention from both their classroom teachers and during any small-group tutoring they may receive in the Learning Lab.

Original GOAL from prior year LCAP:	E. Parents and children are engaged and committed to their education	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Rocketship Mateo Sheedy
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Frequency of Parent-teacher conferences: at least 3x/year Frequency of community meetings: at least 5 meetings/year Parents are satisfied with the relationship with their child's teachers: 74% School ADA: >95% % of Chronic absenteeism (missing 18+ days of school): 3.72%	Actual Annual Measurable Outcomes:	Frequency of Parent-teacher conferences: at least 3x/year: 3 conferences Frequency of community meetings: at least 5 meetings/year: 10 meetings Parents are satisfied with the relationship with their child's teachers: 90% School ADA: 95.1% % of Chronic absenteeism (missing 18+ days of school): 8.43%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
E-1. Parent involvement is critical to the academic success of Rocketship Mateo Sheedy students and the overall success of RMS. Rocketship Mateo Sheedy already has key strategies of parent engagement including:	$13,519 (Other)	Parent engagement is one of the cornerstones of Rocketship Mateo Sheedy educational plan. RMS provides frequent opportunities for parents to engage with school staff. In 2015-16, RMS has hosted/schedule to host 10 community meetings and parent coffees,	$6,627

• **Parent leaders.** These individuals will help lead various activities at school as well as be key liaisons within the community • **School community events.** These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to Rocketship Mateo Sheedy. • **Parent volunteers.** Rocketship Mateo Sheedy parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RMS teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. Having families deeply engaged in a school community benefits all students. For our Special Education students, this deep connection and frequent contact enables school staff to better align services, respond to students' changing needs and support families to provide instructional and behavioral coaching at home Budget Allocation: Parent Appreciation & Materials		averaging over one opportunity per month for parents to interact with Principal Fromoltz and other key staff. RMS encourages frequent connection of families to staff, families to each other, and the school community to the greater neighborhood community. RMS hosted a Wellness Festival in April for the community, which included health, nutrition and mental health awareness. Additionally, the school has also hosted a talent show and literacy night to showcase student work. Parents frequently lead these efforts along with school staff, thereby building their own skills as community leaders.	
Scope of service: School-wide		Scope of service: School-wide	
_x_ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
E-2. Enrichment Coordinators Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our Special	$129,171 (Supplemental Funding)	Rocketship Mateo Sheedy offered art and double physical education enrichment blocks. Parents have requested Spanish and Dance in addition to these offerings, but RMS has found it difficult to find qualified staff to teach these enrichment offerings.	$115,949 (Supplemental Funding)

Education students, this can be an especially motivating and engaging portion of their day. Budget Allocation: Enrichment Coordinators			
Scope of service: School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
E-3. Increase Field Trip Budget Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. Budget Allocation: Field Trips	$33,000 (other)	RMS students were able to go on many field trips due to the investment in this area. Field trips allow students to apply concepts learned in class to the real world, as well as expanding both the content and geographic area to which our students are exposed. The cornerstone of our field trip program is fourth and fifth grade overnight trips. Our fourth graders attend Vida Verde for an overnight science trip. Our fifth graders take part in a week long science camp at Yosemite. For many of our students, this trip is often the first time they spend significant time away from their homes, preparing them for middle school the following year. Our younger students went to the Tech Museum, Exploratorium, and Monterey Aquarium.	$33,065 (other)
Scope of service: School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
E-4. Office Manager Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's	$77,104 (Supplemental Funding)	The Office Manager is often the face of RMS. The first contact when entering the office, the OM has many roles and maintaining funding for this position is crucial to the success of the school. In addition to coordinating enrollment and parent engagement, our OMs have added responsibility this year for coordinating Immigrant family supports. Further, as controlled access was installed, all Visitors must go through the OM, increasing the importance of this role for keeping the campus	$81,984 (Supplemental Funding)

learning and the school community. Budget Allocation: Office Manager			safe as well.	
Scope of service: _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	School-wide		**Scope of service:** _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	School-wide
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		For Goal E, RMS met each goal with the exception of Chronic Absenteeism. We are working with parents to understand the reasons for absences and hope to improve upon this for next year. One way we're hoping to boost student engagement at school is through increasing the enrichment budget by $30,000. We believe that if students are more engaged, the number of absences will decrease. RMS currently has four ECCs and doesn't want to cut this number. Rocketship Mateo Sheedy increased the formal role of parent engagement this year. While always promoting active participation by parents in their child's education, this year RMS added new responsibilities to the School Site Council. The SSC met four times, and for the first time ever, provided a formal recommendation to Rocketship for how LCFF S+C funds should be used. Parents have been excited by these changes and feel more empowered not only in their child's education, but the public education system as a whole. We do not have any planned changes to our field trip program for the following year. Our students, parents and staff enjoy these events as they currently exist and have been able to make up the difference between the $33,000 allocation and actual costs through fundraising and personal means.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$__ 734,074_____

Rocketship Mateo Sheedy is located in San Jose Unified School District where the enrollment of unduplicated pupils is under 55% and does not qualify for Concentration funding. RMS is expected to have an unduplicated pupil population of 90.0%. RMS's estimated supplemental grant for 2016-17 is expected to be $734,074. The majority of the school's population is low income, where many of these school-wide initiatives will be a great benefit to these low income students. The use of supplemental funds, while school-wide initiatives, are particularly beneficial for Rocketship Mateo Sheedy's unduplicated population as follows:

- **Personalized Learning**. Rocketship Mateo Sheedy's instructional model is built on the foundation of personalization. Our unduplicated students, in particular, benefit from our investments in the Learning Labs and RtI curriculum because our model ensures each student is receiving daily instruction specific to his or her needs. Through our suite of Online Learning Programs and Leveled Libraries, each student is exposed to material at his or her level each day. Investments in Chromebooks and related materials with our LCFF funds are used to maintain our Learning Labs and creating a positive academic environment for all students, particularly our unduplicated students who are most at-risk of failing.

- **Class size reduction.**   Rocketship Mateo Sheedy's instructional model is built on the foundation of personalization. We believe that targeted small group instruction and 1:1 tutoring are the most effective ways to ensure that all students are moving towards proficiency. For our unduplicated population, and particularly our EL students and Special Education students, targeted small group instruction ensures that a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. In addition, during small group guided reading time, staff will provide an EL center, which will be focused on specific language activities (picture cards, writing, vocabulary development, etc.) that are targeted to specific categories of students based on level of progress. By reducing class size, we will ensure that our unduplicated population receive even smaller group instruction and increased attention from their

highly-qualified teacher.

- **Increased support staff.** We know that our unduplicated population, and particularly our socio-economically disadvantaged students, can benefit from a high level of engagement with positive adult relationships throughout their school day. This investment in additional support staff will ensure that during critical transition points such as arrival, dismissal, lunch and recess, our unduplicated population is supported by adults who are ensuring they are provided with a safe and welcoming environment throughout the day.

- **Teacher professional development.** All students benefit from highly trained and highly motivated teachers. RMS invests heavily in teacher professional development through over 200 hours during the school year that are devoted to PD through Thursday minimum days. All students, including unduplicated students, benefit from this investment. Further, these professional development opportunities are geared towards content most relevant to our unduplicated population, including Spanish language immersion, teaching in a special education inclusion model, and advanced EL instruction. The costs for this additional PD time is covered by supplemental funds.

- **Data-driven instruction.** Because of the importance of data to our RtI model, RMS will be a data-driven school. Students are assessed using CAASSP, NWEA MAP, STEP and CELDT. Staff are trained on how to interpret test data, and are engaged in critical analysis of the data quarterly during data days. This helps teachers determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of students. Our focus on continual assessment and modification of instructional practices helps our EL and special education students in particular as their needs are addressed quickly and with data-backed reasoning.

- **Enrichment coordinators.** Enrichment is a critical component of our unduplicated students' education. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities that our unduplicated students may not otherwise be able to access. The Coordinators play a critical role in strengthening school culture. RMS will bring in outside consultants, such as gardening, to teach students skills beyond the areas of expertise of the Enrichment Center Coordinators.

- **Field trips.** Field trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken will be science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the

classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. Importantly, field trips provide real-life experiences that our unduplicated students may not otherwise experience, enriching their education and creating engaging learning opportunities. Our fifth grade students will attend a week-long camp near Yosemite National Park, exposing many of our unduplicated students to nature for the first time.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

17   %

Mateo Sheedy's supplemental grant expenditures in 2015-16 is expected to be $643,172. The estimated supplemental grant funding for RMS in 2016-17 is estimated to be $734,074 which is an 14.1% increase from this year or $90,902 in additional funding for our unduplicated pupils. Services for unduplicated students must increase by 17%.

Maintaining class size reduction and staffing investments are the primary contributors in increased services as a result of increased funding. Since 2013-14, we have enjoyed an average class size of two fewer students as a result of LCFF funding. We intend to maintain this 28:1 ratio as funding allows. RMS's instructional model is built on the foundation of personalization. We believe that targeted small group instruction and 1:1 tutoring are the most effective ways to ensure that all students are moving towards proficiency. For our unduplicated population, and particularly our EL students, targeted small group instruction ensures that a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. Our investment in personalized learning, through our Learning Labs, which include adaptive online learning programs, technology and leveled libraries, makes state-of-the-art instructional tools available to our students who need it most. In addition, during small group guided reading time, staff will provide an EL center, which will be focused on specific language activities (picture cards, writing, vocabulary development, etc.) that are targeted to specific categories of students based on level of progress. By reducing class size, we will ensure that our unduplicated population receives even smaller group instruction and increased attention from their highly qualified teacher. The commitment to data-driven instruction at RMS, through continual assessment and teacher data training, ensures that our efforts in the

Learning Lab and small group instruction are effective. By collecting and analyzing data, we are able to determine in which areas our students are excelling and in which areas they need additional help. Additionally, RMS will invest in our enrichment center coordinators, support staff, to ensure greater oversight of student activities, leading to a safer and more welcoming environment for all students. In addition, students will have access to greater selection of enrichment offerings. Our investments in classroom libraries, instructional supplies, student computers, and field trips are of particular benefit to our unduplicated students, as they would typically not be able to access such materials or experiences on their own. Many of our unduplicated students do not have access to robust home libraries or home computers so these additional investments provide students with services they would otherwise not access.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

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

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

01-13-15 [California Department of Education]