Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Rocketship Sí Se Puede (RSSP) opened in August 2009, the second Rocketship campus to open in San Jose. The campus serves TK-5 students. Approximately 87% of the students are socioeconomically disadvantaged, 49% are English learners, 84% are Hispanic/Latinx and 9% are Asian. The school was first renewed for during the 2011-12 school year, then again in 2016-17, and it will be up for renewal again in 2019-20. The principal, Shivesh Puri, will continue to lead the school in 2019-20.

Rocketship Sí Se Puede operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our

teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Sí Se Puede's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Sí Se Puede also operates under the principles that excellent teachers and leaders create transformational schools and engaged parents are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship parents are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values – respect, responsibility, empathy and persistence – and develop a fifth core value as a community. At RSSP this fifth core value is healthy choices. At Rocketship Sí Se Puede, our students and their families are committed to making healthy choices for their bodies and minds. We supplement our students' learning by exposing them to concepts of food system sustainability, various forms of physical exercise, growing plants, and visiting the nearby community garden.

LCAP Highlights

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

We have successfully created a strong school culture of achievement this year.   We did this by investing students in their academic goals and providing teachers professional development on how to use data and goal setting in each classroom. We made a school-

wide effort in reminding students of their goals and to stick to their plan. We have had more school-wide celebrations for students such as a pizza party for NWEA goal setting and sight words awards. We have seen the results of this work with higher ELA growth than we have seen in previous years. The April NWEA MAP Reading assessment shows an average of 1.23 years of growth and students in special education have demonstrated increased growth on STEP.

We are also excited about our increase in parent engagement this year. We have increased our home visits to 97% of our families this year. Parent attendance at celebrations, literacy and STEM nights has increased and parent perception of the value of these events has grown. Our parent perception in the safety and enjoyableness of recess and lunch for their students has increased as well.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

We are proud of our increased our math performance on the CAASPP test in 2018, achieving an average of 2.9 points above standard and level of green (4). We attribute this increase to consistent coaching and feedback on math lessons plans and instruction. We also provided targeted professional development for STEM teachers. The teachers have made good use of real time data to make instructional adjustments for the students focusing on different strategies and teaching multiple ways to solve a problem. We have also increased the use of manipulatives in our classrooms.

We also decreased our suspension rate to .6% and level blue (5) which we attribute to the implementation of restorative practices. The Rocketship Si Se Puede Culture Collective (RCC) plans weekly socioemotional lessons that support our restorative discipline practices. Students are provided opportunities to identify and manage their emotions and solve problems with peers and teachers. We also distribute rockets as rewards for positive academic and social behavior. Students can use the rockets as currency in the school store. We have also implemented a clip chart system for behavior management school-wide.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

We increased our performance on the ELA CAASPP substantially in 2018, achieving a level of yellow (3) overall, but we remain committed to continued improvement in this area. We prioritized literacy as a focus for this year. We ensure that each of our students has an on-level book to read and provide question stems for parents to support literacy development at home. We have increased the amount of coaching and feedback provided to Humanities teachers this year around how to ensure teacher feedback to students is transferable to the students' independent reading and how to embed additional checks for understanding throughout each lesson. Further, we have implemented public celebrations of literacy achievement: sight words, phonics, phonemic awareness, STEP growth, and use of close reading thinking strategies.

Chronic Absenteeism is an area of need for us. It was at 13.4% for 2018, at the orange (2) level. We are addressing this with fun celebrations and experiences as incentives for regular attendance and strengthening attendance requirements for field trips.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There are no achievement gaps on the Dashboard for RSSP.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

School not identified for CSI

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable

Annual Update

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Improve Rocketeers' proficiency in key content areas, overall and for key subgroups

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

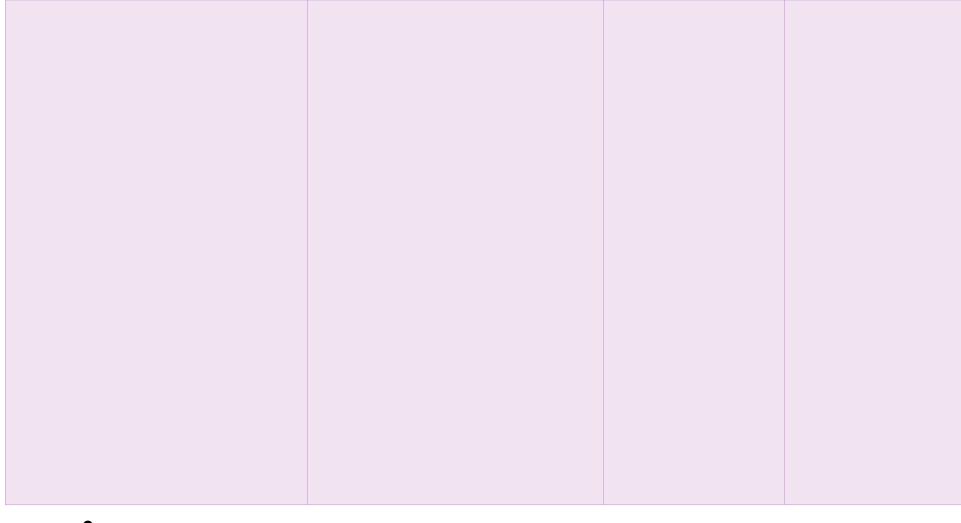| Expected	Actual	
English Learner Progress Indicator Maintain above 75%	2017-18 ELPAC scoring 3 or 4: 67% 2018-19 ELPAC scoring 3 or 4: Data not available yet	
ELA Indicator 35%	2017-18 SBAC ELA % Meeting or Exceeding Standard	
	All Students	37%
	Economically Disadvantaged	34%
	English Learners	25%
	Students with Disabilities	11%
Math Indicator 49%	2017-18 SBAC Math % Meeting or Exceeding Standard	
	All Students	56%
	Economically Disadvantaged	53%
	English Learners	46%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Common Core-aligned instruction & materials** A-1. The Rocketship Si Se Puede **curriculum** follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Si Se Puede operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.	Rocketship Si Se Puede used Core Curriculum budget to bolster math curriculum materials, socio-emotional Kimochi materials, and literacy resources. These benefit all students, including EL and those in Special Education because of the inclusion model run in our schools. Additionally, we continued aligning our science curriculum with NGSS and encompass the three Disciplinary Core Ideas of the NGSS: physical sciences, life sciences, and earth science. We also administered NGSS-aligned unit assessments. We integrated 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. Social Studies is also integrated into humanities blocks. All students are exposed to social studies concepts, particularly by working to master non-fiction texts.	Core Curriculum: $12,000 LCFF Base (4100) Books: $26,400 LCFF Base (4210)	Core Curriculum: $6,052 LCFF Base (4100) Books: $26,041 LCFF Base (4210)

Rocketship Si Se Puede utilizes a Balanced Literacy approach for ELA instruction with a

This year we redesigned a portion of the

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Personalized Learning** A-2. RSSP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**. This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education	Personalized Learning is one area that is continually improving and evolving at RSSP. As we continue to further integrate technology into the classroom, it is allowing our teachers more time to work in small groups. This benefits our ELs and students in Special Education that benefit the most from 1:1 and small group instruction. We also continued to refine our approach to OLPs this year, by adding Lexia and Lightsail in literacy and Reflex and Freckle in STEM. We also focused on better integration of online curriculum in the Humanities and STEM classrooms by training our teachers to have a deeper understanding of the programs and offering incentives and celebrations for students.	OLPs: $35,000 LCFF S+C (4411) Chromebooks: $23,147 LCFF S+C (4421) Learning Lab Materials: $5,000 LCFF S+C (4390) Leveled Libraries: $9,600 LCFF S+C (4115)	OLPs: $30,597 LCFF S+C (4411) Chromebooks: $16,176 LCFF S+C (4421) Learning Lab Materials: $4,936 LCFF S+C (4390) Leveled Libraries: $15,728 LCFF S+C

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students with Disabilities Served **Special Education supports** A-3. Although RSSP runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions.	Our ISE team supported our students in Special Education through each of the methods listed to the left. We also provided additional training for General Education and Special Education teachers in co-planning and co-teaching at the beginning of the year. We prioritized parts of the co-teaching block for literacy skills/guided reading and structured additional weekly collaboration time to plan supports for students. We enhanced the	Special Education Supports: $9,172 State Special Education funding IDEA (ISE 4360, ISE 4330, ISE 4340, ISE 4421)	Special Education Supports: $5,474 State Special Education funding IDEA (ISE 4360, ISE 4330, ISE 4340, ISE 4421)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Summer Program** A-4. Rocketship Si Se Puede will host a 6 week summer program in partnership with the YMCA to serve our lowest-performing K-3rd graders. The summer session will focus on improving	Rocketship Si Se Puede hosted a 6-week summer program in partnership with the YMCA to serve our lowest-performing K-3rd graders. The summer session focused on improving reading and ELA scores, with field trips and other experiential learning added in.	Educational Consultants: $100,000 ILS Compensation: $5,000 21st Century Grant (5804)	Summer Program: $? 21st Century Grant (5804)

Action 5

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English Learners Served **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**	We held ongoing PD sessions throughout the year to help Literacy teachers master ELD and GLAD strategies. We continued 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. All new teachers received GLAD training at the beginning of the year, with returning teachers getting a refresher course. GLAD strategies are imbedded in all of our instruction, including STEM, so that students are practicing English skills in all areas of the school day. In Spring of 2018, we partnered with GLAD to rewrite the curriculum for English Language Learners. In 18-19, we implemented this curriculum in order to provide greater accessibility to content for our English Language Learners and all students in Humanities and STEM. We also restructured our network-wide ELL training of teachers to offer two sessions to all teachers and greater differentiation for newer teachers in the Spring to support completion of the GLAD certificate. Our school engaged in one week of on-site coaching on the implementation of ELD strategies. GLAD supported the implementation of Integrated ELD throughout the school day and Designated ELD support in the Humanities block to serve English Language Learners specifically.	GLAD Training: $13,293 Title III (5804)	GLAD Training: $28,250 Title III (5804)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Each of the action items for this goal is embedded into our Rocketship model, giving these action items the support of school teams and the network support team to help guide high-level thinking, with support and ongoing professional development throughout the school year to ensure it is being implemented with fidelity.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While SBAC and other state testing data is not yet available, Rocketship uses a cadre of internal assessments to track student progress throughout the year. On NWEA MAP, students at RSSP are on track for 1.31 years of growth in math and 1.28 years of growth in reading. Both are an improvement over last year's growth of 1.22 years in math and 0.98 years in reading. We don't yet have data on EL progress for the year, but hope that our ELPAC Summative and reclassification results mirror the upward trend we've seen in previous years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

To stay in line with adjustments to the English Learner Progress Indicator (ELPI), we've updated our measurable outcomes for our English learners to include performance on the ELPAC as well as reclassification rate.

We have also added subgroup measures to our Smarter Balanced metrics for ELA and math to help us better determine the impact of our action/services on each student group.

Goal 2

Rocketeers will have access to Common Core standards-aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

Annual Measurable Outcomes

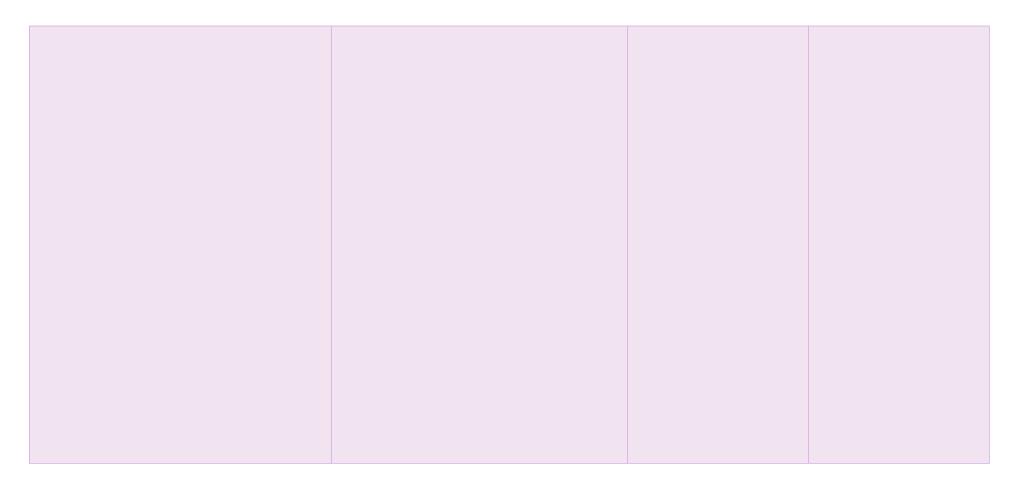| Expected	Actual
School provides standards-aligned instructional materials Met	Met
School provides standards-aligned professional development Met	Met
100% of full-time teachers have appropriate credentials Met – 100%	2018-19 full-time teachers with appropriate credentials: 100%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Professional Development** B-1. *Summer PD* Each summer, RSSP hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. *Thursday PD* Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. *Professional Development Fund* Rocketship Si Se Puede has a number of veteran Rocketship teachers who express a strong	B-1. Summer PD Last summer, RSSP hosted an intensive three-week summer training for all teachers that emphasized foundational knowledge in culture and classroom. We provided training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduced foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions were differentiated by subject and grade and focus on skill-building to maximize teacher time. School leaders also engaged in two weeks of summer PD and one week of spring PD, plus a yearlong leadership development program for assistant principals through Relay Leverage Leadership Institute. Some examples of Summer PD sessions include: GLAD Training Home Visits Assessment Suite Overview Systems and Routines Practice with content in Humanities and STEM blocks Thursday PD Rocketship schools dedicated at least 200 hours throughout the school year for staff PD. We dismissed students 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 facilitated and organized sessions at each school, targeting the areas of development they saw as most beneficial to the staff, personalizing supports for teachers. Some examples of Thursday PD include:	Summer PD: $109,508 LCFF S+C (1301) Thursday PD: $66,336 LCFF S+C (1101) PD Fund: $15,000 LCFF S+C (5804)	Summer PD: $78,885 LCFF S+C (1301) Thursday PD: $47,786 LCFF S+C (1101) PD Fund: $3,000 LCFF S+C (5804)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **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	In compliance with state law, students took all of the required state assessments. Additionally, as mentioned above, we have a cadre of internal assessments, and we did in fact administer four rounds of cumulative assessments, three rounds of NWEA testing and four round of STEP testing. This helps us identify areas of weakness and growth for our students and better target our instruction toward them.	Assessments: $23,354 LCFF S+C (4414) Temporary Staff: $20,000 LCFF S+C (5838)	Assessments: $11,896 LCFF S+C (4414) Temporary Staff: $0 LCFF S+C (5838)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Data Days** B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RSSP will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	RSSP held five Data Days this year. During Data Days, School Leaders and NeST staff helped teachers analyzed their students' assessment data to identify areas of individual weakness and common trends. From there, teachers revised lesson plans to target the areas of weakness.	Data Days: $42,118 LCFF S+C (1101, 1301)	Data Days: $30,340 LCFF S+C (1101, 1301)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Coaching** B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RSSP teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.	Coaching is a fundamental piece of Rocketship's instructional model, and, as such, is the main activity for Assistant Principals and Principals. As planned, each School Leader was paired with a teacher, and they observed in class and offered feedback both in real time and during weekly 1:1 coaching sessions. This continues to be a cornerstone of Rocketship's teacher development. During coaching sessions, we analyzed student work to identify and respond to gaps. We developed ways to identify focus students and their gaps using data.	Coaching: $229,688 LCFF S+C (1301)	Coaching: $74,247 LCFF S+C (1301)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **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	100% of core teachers are in compliance with California Credential requirements. One teacher is enrolled in Reach's Intern Credential program and is on track to obtain the Preliminary Credential in June 2019.	$26,000 Title II & Educator Effectiveness Grant (5833)	$6,451 Title II & Educator Effectiveness Grant (5833)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Rocketship deeply values our teacher development, and the action items related to this goal demonstrate the seriousness of which we approach ensuring that our students are being taught by high-level instructors. We've been continuing to implement initiatives from last year to ensure that we meet each of these goals, most notable credentialing for this year. As explained above, our program that was implemented last year ensured that our teachers understand the requirements for credentialing and added staffing to further support teachers to meet the goal of 100% compliance with California Credential requirements.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Rocketship's implemented initiatives from last year ensured that we met our goal of 100% credentialed teachers. We also met our goals around providing standards-aligned materials and providing standards-aligned professional development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes planned

Goal 3

School environment will be safe and welcoming for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
3rd-5th grade students believe school is a safe environment to learn Maintain above 85%	Student survey – Believe school is safe environment to learn: 61%
Parents believe school is safe Maintain above 85%	Parent survey – Believe school is safe: 79%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **BOM** C-1. Rocketship Si Se Puede employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RSSP's and the state's goals for student safety and maintaining facilities. Next year, our BOM will report directly to their principal instead of a NeST manager. We hope this integrates the BOM and Principal work more closely.	Our BOM continues to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. This year we shifted the structure as planned so that the principal manages the BOM instead of a regional director. In addition to having a principal as manager, the BOM now has additional coaching from a regional director.	Business Operations Manager (BOM): $103,125 LCFF S+C (2301)	Business Operations Manager (BOM): $94,885 LCFF S+C (2301)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **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.	We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs this year conducted by the BOM and the network operations team, during which the school was reviewed for potential items out of compliance with state standards. Additionally, we utilized a portal for BOMs and other school staff to submit maintenance requests. Rocketship employs a handyman to help solve these small repairs. As planned, Rocketship invested in new furniture as needed in order to replace aging furniture items. Teachers were given the stipends as planned for purchase of materials for	Building repairs: $62,120 LCFF Base (5601) Furniture: $8,640 LCFF Base (4430) Teacher room: $18,000 LCFF S+C	Building repairs: $24,259 LCFF Base (5601) Furniture: $6,418 LCFF Base (4430) Teacher room: $11,755 LCFF S+C

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **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.	Custodial services occurred twice a day, with two deep cleans throughout the school year (usually during winter and spring break). This year, Rocketship contracted with a custodial company to help get better pricing and create more consistent service.	Custodial Services + Supplies: $74,322 LCFF Base (5821)	Custodial Services + Supplies: $74,052 LCFF Base (5821)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Support Staff** C-5. In order to continue to strengthen our systems and operations we invest in staff to	This year we began using the term of Operations Specialists instead of Support Staff in order to better capture the role. Operations Specialists remain a critical investment providing the necessary staffing for our universal breakfast program, lunch, arrival and dismissal. Operations Specialists are our families' daily touchpoint with the school,	Support Staff: $145,432 LCFF S+C (2201)	Support Staff: $195,518 LCFF S+C (2201)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Security Services** Rocketship Si Se Puede will be able to hire additional security services for their campus. These include patrols for weekends to ensure no one is using our space unauthorized or during nights. The goal is to reduce unauthorized people on campus and issues that make families feel unsafe, such as graffiti.	We conducted safety drills and implemented safety procedures. We determined that additional services were not needed for this year based on safety data for our campus.	Security: $5,000 LCFF S+C (5823)	Security: $1,249 LCFF S+C (5823)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We implemented the actions for Goal 3 as planned. Creating a safe environment for our students is one of our top priorities. Our BOM oversees facility and safety issues on the ground, with support from our network operations team. Having better support structures in place has allowed us to make progress in these areas. Having a solid operations leader on campus is a huge priority for our school, and creating a safe environment would not be possible without these systems.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Creating a safe environment for our students is one of our top priorities. This year, 61% of students responded that they believe the school is a safe place to learn, compared to 51% last year; this is an increase of 10% from last year. When parents were surveyed in regards to safety, 79% believe our school is a safe place for their children, which is an increase of 1% over last year's score of 78%. RSSP will continue to make improvements to ensure our students and parents have a healthy, safe, and supportive environment that enables their child to succeed and achieve greatness because the sky's the limit for our Rocketeers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes planned

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Chronic Absenteeism

Below 10%

Chronic Absence Rate

	2017-18 Actual	2018-19 Estimate
All Students	13%	11.5%
SED	13%	
EL	12%	

ADA

Maintain above 95%

Attendance Rate

	2017-18 Actual	2018-19 Estimate
All Students	95.3%	95.1%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **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 gardening. 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.	Rocketship Si Se Puede offered science, physical education and art enrichment options. Physical Education included both sports and fitness aspects of PE.	Enrichment Coordinators: $88,800 LCFF S+C (2201)	Enrichment Coordinators: $198,910 LCFF S+C (2201)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Field Trips** D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field	Each grade took a field trip together. Throughout the school year, field trips were planned to provide opportunities for students to apply the knowledge/skills they learned in the classroom. Examples of the field trips planned were visits to the Tech Museum, Children's Discovery Museum, Oakland Zoo, Cal Academy, Gilroy Gardens, NASA, Alum Rock Park and the Local library. In addition to	Field Trips: $38,500 LCFF S+C (5860)	Field Trips: $30,681 LCFF S+C (5860)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Social Emotional Learning** D-3. RSSP has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills. RSSP will continue to work with Seneca Services	Social emotional learning (SEL) has been an increasingly large focus, as well as student safety. We know that feeling safe can have multiple meaning, which often extend beyond physical space and into mental space. As a result, we've continued to implement the Kimochi and RULER approaches, as appropriate for our students. RCC group designed weekly Thursday circles to teach social emotional learning lessons. The lessons were determined by behavior documentation system, teacher observations of student needs and student survey data. We also continued to work on bullying campaigns to educate parents and students about what bullying is and how they can work together to prevent it. We also added a half-time social worker in order to increase support for students through social skills groups.	Instructional Supplies: $4,520 LCFF S+C (4340) Educational Consultants: $14,000 LCFF S+C (5804)	Instructional Supplies: $2,641 LCFF S+C (4340) Educational Consultants: $34,144 LCFF S+C (5804)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we continued to fully implement our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned. Enrichment and social emotional learning are built into each child's day, incentives are provided in support of attendance, and field trips bring learning to life for our students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our suspension rate increased to 2.2% this year compared to 0.6% last year. Our school ADA continues to stay above 95% at 95.1%, meeting our ADA target. Chronic absenteeism improved, decreasing from 13% last year to 11.5% this year. There is still need for improvement to achieve our target of less than 10% so we will continue to work on identifying attendance problems early so applicable support services and interventions can occur to combat chronic absenteeism.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In addition to measures for chronic absenteeism and attendance rate (ADA), we have added suspension and expulsion rates to our measurable outcomes for next year. We will be reporting chronic absenteeism, suspension and expulsion rates by subgroup as well to help us better determine the impact of our action/services on each student group.

Next year, we will be adding After School Programming as an action/service to further support goal 4.

Goal 5

Rocketship parents are engaged in their students' education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percentage of parents attending an average of at least one school event per month Increase to 26%	Parents attending one school event per month: 30%
Parents are satisfied overall with their school Increase to 85%	Parent survey – Satisfied overall with school: 81%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Parent Involvement** **E-1. Community Events:** RSSP hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RSSP invests in parent appreciation items and provides a materials budget. **Parent Volunteer Opportunities:** Rocketship Si Se Puede parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RSSP teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events.	Parent engagement is one of the cornerstones of our educational plan. We provided frequent opportunities for parents to engage with school staff. This year, our we hosted community meetings, parent coffees and cultural and academic celebrations throughout the year. Parents frequently led these efforts along with school staff, thereby building their own skills as community leaders. Parents had the opportunity to lead community activities and initiatives throughout the year.	Parent Appreciation and Materials: $8,600 LCFF Base (5822, 4510)	Parent Appreciation and Materials: $6,485 LCFF Base (5822, 4510)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served	At Rocketship Si Se Puede, we held monthly community meetings and/parent coffees (cafecitos) for parents to meet, interact with	Parent Outreach – School Leader Comp: $9,727	Parent Outreach – School Leader Comp: $5,569

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **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. Office Managers will be a part of a truancy task force aimed at reducing chronic absenteeism and increase ADA next year. This task force will focus on creating parent-school partnerships to	The Office Manager is 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. The OM also maintains CUM files and supports with the collection of paperwork and student enrollment. The OM takes an active role in parent engagement and increasing parent attendance at events.	Office Manager: $81,875 LCFF Base (2401)	Office Manager: $84,997 LCFF Base (2401)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. We're proud of the strong and committed group of parents we have, particularly in the School Site Council. The Principal and the OM are the two staff members that do the most parent work, as well as parent engagement coordinators who work across all Rocketship schools. These people ensure our parents are actively involved in their child's education.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent satisfaction has decreased to 81% compared to last year's parent satisfaction of 83%. Our goal for next year is to continue to find ways to improve parent satisfaction, engage our parents, specifically around academic achievement and how parents can support their students at home.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

RSSP provides regular opportunities for stakeholders 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, RSSP encourages school stakeholders 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 LCAP action items and school initiatives. During the first SSC meeting of the school year, on October 17, 2019, school leaders helped families understand the components of LCAP and to discuss how we could best use the LCFF funds to serve our 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. The formal engagement process with stakeholders began by administering our annual Parent Satisfaction Survey with our families in February and March 2019. The surveys were available in English, Spanish, Vietnamese, Somali and Arabic so all of our families could participate. 100% of parents responded, maintaining their 100% participation rate from last year. The results of the surveys were tallied and then presented to the School Site Council, a school group composed of parents, teachers, school leaders and Rocketship Public Schools Staff, on April 16, 2019. The School Site Council, using the results from the Parent Satisfaction survey, the CA Dashboard and other internal metrics, such as NWEA scores, identified the areas most in need of improvement. Students at RSSP were also consulted in regards to their feelings on school safety and climate in a student safety survey. Parents were also asked about school culture in the Parent Satisfaction Survey. Rocketship Public Schools staff both on a school level and network level engaged in the LCAP review process. Teachers provided feedback via online survey starting on January 2, 2019, with 97% responding. In addition, the Rocketship Public

Schools Finance Team met with the school leadership team in Spring of 2019 to discuss areas of growth and improvement at their school. Rocketship Public Schools' Board of Directors met on May 30, 2019 to review and finalize RSSP's LCAP.

How did these consultations impact the LCAP for the upcoming year?

Feedback from our parents, students, teachers, school leadership and staff is crucial for continued success at RSSP. The stakeholder engagement opportunities listed above resulted in clear, and often correlating, suggestions for meaningful improvement for the upcoming academic year.In analyzing responses to the Parent Satisfaction Surveys to identify the most critical areas for improvement at RSSP, the top three areas were: safety of arrival and dismissal, enrichment offerings, lunch and recess, school safety, focus on reading, and relationship with my child's teachers. Students expressed a similar interest in the importance of addressing safety concerns. Of those surveyed, 61% of students say they "Always" or "Usually" feel safe at school. Priorities in school safety and the safety and efficiency of arrival and dismissal will continue to be addressed through the work of the Business Operations Manager. SSC attendees expressed pride in the progress on literacy and the school's suspension rate. They identified areas for improvement in STEM achievement, attendance, and increasing parent engagement through greater visibility of the SSC and increased parent leadership opportunities. The school will continue its implementation of the Humanities and STEM blocks with personalized learning to continue improvement in STEM and literacy. The school will continue exploring attendance incentives in the coming year. Parent resources, workshops, and volunteer opportunities, will be further expanded next year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Improve Rocketeers' proficiency in key content areas, overall and for key subgroups

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities: 2

Identified Need:

While RSSP has performed well in comparison to neighboring schools with similar demographics, historically not all students have achieved proficiency. There is a subset of students who persistently do not meet the standard, and new students, in particular, who enter RSSP, 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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline			2017-18	2018-19	2019-20
SBAC ELA: % meeting/exceeding the standard	**ELA**	14-15	15-16	**2016-17 SBAC ELA** All Students: 37%	**2017-18 SBAC ELA** All Students: 37%	**2018-19 ELA Targets** All Students: 40%

SBAC Math: % meeting/exceeding the standard				2016-17 SBAC Math	2017-18 SBAC Math	2018-19 Math Targets
	Math	14-15	15-16	All Students: 52%	All Students: 56%	All Students: 59%
	All	44%	53%	Econ Dis: 48%	Econ Dis: 53%	Econ Dis: 55%
	ED	43%	51%	EL: 36%	EL: 46%	EL: >46%
	EL	36%	40%	SPED: 0%	SPED: 22%	SPED: >20%
	SPED	12%	5%			
ELs: % of students scoring 3 or 4 on ELPAC	2016-17 % scoring 4 or 5 on CELDT: 35%			2017-18: 67%	2018-19: Data not available yet	2019-20 Target: >67%
EL reclassification rate	2016: 6.96%			2017: 7.14%	2018: 6.92%	2019 Target: 10%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Common Core-aligned instruction & materials A-1. The Rocketship Si Se Puede **curriculum** follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Si Se Puede operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.	**Common Core-aligned instruction & materials** A-1. The Rocketship Si Se Puede **curriculum** follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Si Se Puede operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.	**Common Core-aligned instruction & materials** A-1. The Rocketship Si Se Puede **curriculum** follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Si Se Puede operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.
Rocketship Si Se Puede utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of	Rocketship Si Se Puede utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in	Rocketship Si Se Puede utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Core Curriculum: $18,000 Books: $34,320	Core Curriculum: $12,000 Books: $26,400	Core Curriculum: $12,000 Books: $24,600
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4100 4210	4100 4210	4100 4210

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services

Personalized Learning

A-2. RSSP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**. 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 Si Se Puede operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. 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.

2018-19 Actions/Services

Personalized Learning

A-2. RSSP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**.

This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students.

We invest in **Chromebooks** and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in **technology support consultants**.

Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students.

2019-20 Actions/Services

Personalized Learning

A-2. RSSP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**.

This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students.

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Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	OLPs: $41,053 Chromebooks: $26,052 Learning Lab Materials: $5,000 Leveled Libraries: $12,000 Technology Consultants: $25,000 Newsela: $1,800 Printing and Reproduction: $8,000 RtI Curriculum: $1,800 Tutors: $198,413	OLPs: $35,000 Chromebooks: $23,147 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $6,000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $49,603	OLPs: $35,000 Chromebooks: $19,579 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $6,000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $50,999
Source	LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Technology Consultants, Newsela, Printing and Reproduction) Title I (RtI Curriculum, Tutors)	LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors)	LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors)
Budget Reference	4411 4421 4390	4411 4421 4390	4411 4421 4390
	4115 5807	4115 5822	4115 5822

Action 3

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities	All Schools

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

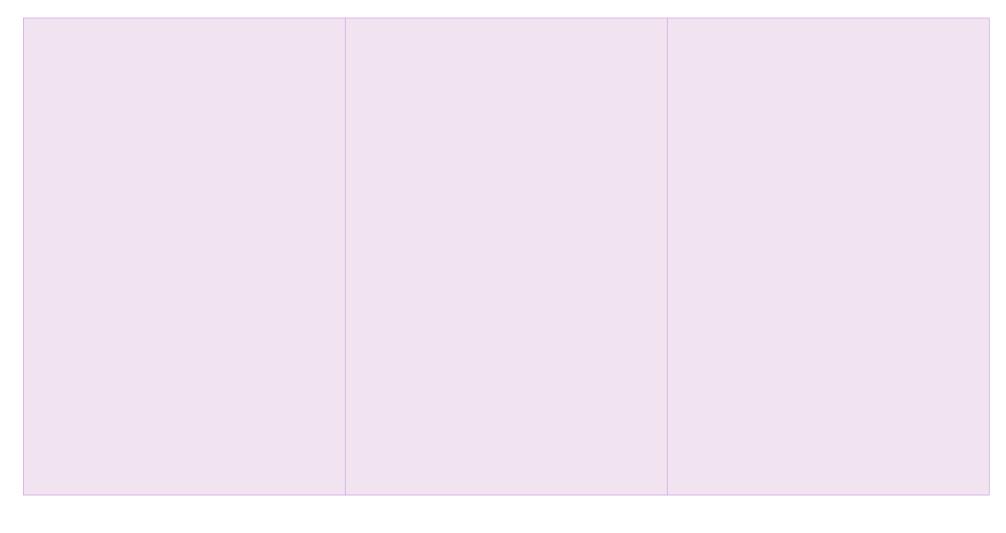| 2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Special Education supports A-3. Although RSSP runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These	**Special Education supports** A-3. Although RSSP runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These	**Special Education supports** A-3. Although RSSP runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Special Education Supports: $6,600 Contracted Services: $5,500	Special Education Supports: $9,172 Contracted Services: $22,037	Special Education Supports: $9,172 Contracted Services: $22,037
Source	State Special Education funding + IDEA	State Special Education funding + IDEA	State Special Education funding + IDEA

	State Special Education funding + LCFF S+C	State Special Education Funding	State Special Education Funding

Budget Reference	ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners	Limited to English Learners	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
GLAD Training A-4. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with **Project GLAD** (Guided Language Acquisition Design) to teach our teachers	**GLAD Training** A-4. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with **Project GLAD** (Guided Language Acquisition Design) to teach our teachers	**GLAD Training** A-4. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the ELPAC Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with **Project GLAD** (Guided Language Acquisition Design) to teach our teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	GLAD Training: $15,550 Ongoing literacy teacher PD: $36,000	GLAD Training: $13,293	GLAD Training: $11,788
Source	Title III	Title III	Title III
Budget Reference	5804 1101	5804	5804

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Implemented in 2018-19	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Summer Program A-5. Rocketship Si Se Puede will host a 6 week summer program in partnership with the YMCA to serve our lowest-performing K-3rd graders. The summer session will focus on improving reading and ELA scores, with field trips and other experiential learning added in.	**Summer Program** A-5. Rocketship Si Se Puede will host a 6-week summer program in partnership with the YMCA to serve our lowest-performing K-3rd graders. The summer session will focus on improving reading and ELA scores, with field trips and other experiential learning added in.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Educational Consultants: $100,000 ILS Compensation: $5,000	Summer Program: $20,000
Source	N/A	21st Century Grant	21st Century Grant
Budget Reference	N/A	5804	5803, 2101

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Rocketeers will have access to Common Core standards-aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1, 2

Identified Need:

Now that Common Core State Standards are fully implemented, it is essential that we are providing students with aligned curriculum and materials. With the state-wide teacher shortage, it's also critical to hire qualified teachers and support their credentialing needs.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	Actual: Met	Actual: Met	Target: Met
All teachers have access to standards-aligned professional development	Met/Not Met = 320 hours of PD provided each year	Actual: Met	Actual: Met	Target: Met

100% of full-time teachers have appropriate credentials	2016-17 Actual: 100%	2017-18 Actual: 100%	2018-19 Actual: 100%	2018-19 Target: 100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

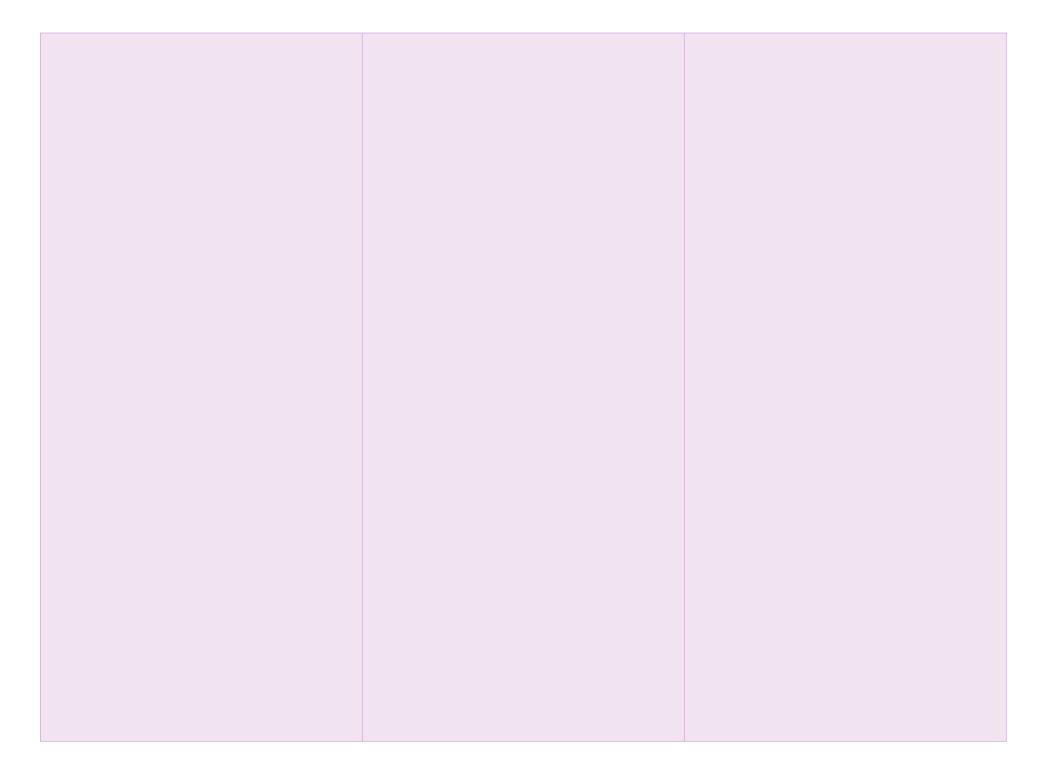| 2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development B-1. *Summer PD* Each summer, RSSP hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning including daily lesson practice	**Professional Development** B-1. *Summer PD* Each summer, RSSP hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning including daily lesson practice	**Professional Development** B-1. *Summer PD* Each summer, RSSP hosts an intensive three-week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning including daily lesson practice

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Summer PD: $109,508 Thursday PD: $66,336 PD Fund: $15,000	Summer PD: $109,508 Thursday PD: $66,336 PD Fund: $15,000	Summer PD: $109,508 Thursday PD: $66,336 PD Fund: $15,000
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	1301, 1101 (Summer PD) 1301, 1101 (Thursday PD) 5804 (PD Fund)	1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)	1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 Si Se Puede transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. RSSP will hire **temporary staff** members to facilitate administration and scoring of assessments.	**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 Si Se Puede transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. RSSP will hire **temporary staff** members to facilitate administration and scoring of assessments.	**Assessments** B-2. Students will take a variety of internal and external **assessments** to determine progress and areas of weakness. Assessments include: ● Four rounds of cumulative assessments ● NWEA three times per year ● STEP at least four times per year ● State-mandated CAASPP ● State-mandated EL testing (ELPAC) To ensure that our students are ready for success on the CAASPP, Rocketship Si Se Puede transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. RSSP will hire **temporary staff** members to facilitate administration and scoring of assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Assessments: $25,190 Temporary Staff: $20,000	Assessments: $23,354 Temporary Staff: $20,000	Assessments: $21,096 Temporary Staff: $20,000
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	4414 (Assessments) 5838 (Temporary Staff)	4414 (Assessments) 5838 (Temporary Staff)	4414 (Assessments) 5838 (Temporary Staff)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RSSP will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	**Data Days** B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RSSP will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	**Data Days** B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RSSP will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Data Days: $42,118	Data Days: $42,118	Data Days: $42,118
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	1101, 1301	1101, 1301	1101, 1301

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Coaching	**Coaching**	**Coaching**
B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RSSP teachers receive	B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or	B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Coaching: $229,688	Coaching: $229,688	Coaching: $229,688
Source	AP Compensation, LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	1301	1301	1301

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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. RSSP partners with the Reach Institute for credentialing teachers.	**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. RSSP partners with the Reach Institute for credentialing teachers. To help our teachers navigate the credentialing process, we've hired a full time credential analyst at the Network Level to support teachers.	**Teacher Credentialing** B-5. We will continue to ensure 100% of core teachers are in compliance with the state as well as hold the proper English Learner Authorization. We are also partnering with Loyola Marymount University beginning in the 19-20 school year. LMU's Intern Credential program is highly regarded across the country and we are looking forward to partnering with them to ensure our teachers receive the best development possible. Additionally, Rocketship has expanded to have a three-person credential team focused on ensuring teachers receive high level support in obtaining the proper credentials, that our schools remain 100% in compliance at all points in the year, and to continue to innovate on credential systems.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$26,000	$26,000	$44,000
Source	Title II & Educator Effectiveness Grant	Title II & Educator Effectiveness Grant	Title II & Educator Effectiveness Grant
Budget Reference	5833	5833	5833

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

School environment will be safe and welcoming for all students

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: 1, 6

Identified Need:

In order to be ready to learn, students need to know they are in a safe environment. While Rocketship Si Se Puede has a strong foundation in positive behavioral practices, including implementation of the Positive Behavioral Intervention and Supports (PBIS) framework, we believe it is critical to maintain these high standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3rd – 5th grade student survey: % of students that believe school is a safe environment to learn	2016-17 Actual: 72%	2017-18 Actual: 51%	2018-19 Actual: 61%	2019-20 Target: 65%

Parent survey: % of parents that believe school is safe	2016-17 Actual: 84%	2017-18 Actual: 78%	2018-19 Actual: 79%	2019-20 Target: >85%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
BOM C-1. Rocketship Si Se Puede employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to	**BOM** C-1. Rocketship Si Se Puede employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to	**BOM** C-1. Rocketship Si Se Puede employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	BOM: $103,125	Business Operations Manager (BOM): $103,125	Business Operations Manager (BOM): $104,156
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	2301	2301	2301

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School Maintenance C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Rocketship Si Se Puede will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	**School Maintenance** C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Rocketship Si Se Puede will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	**School Maintenance** C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Rocketship Si Se Puede will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Building repairs: $62,576 Furniture: $11,930 Teacher room: $16,000	Building repairs: $62,120 Furniture: $8,640 Teacher room: $18,000	Building repairs: $62,120 Furniture: $6,762 Teacher room: $12,800
Source	LCFF Base (Building repairs)	LCFF Base	LCFF Base

LCFF S+C (Furniture, Teacher room)

Budget Reference	5601 4430	5601 4430 4330	5601 4430 4330

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	**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	**Custodial Services + Supplies** C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Custodial Services: $76,826	Custodial Services + Supplies: $74,322	Custodial Services + Supplies: $74,322
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5821	5821	5821

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	**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.	**Operations Specialists** C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing Operations Specialists during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Support Staff: $143,834	Support Staff: $145,432	Operations Specialists: $145,953
Source	Support Staff Compensation, LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	2201	2201	2201

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Security Services C-5. Rocketship Si Se Puede will be able to hire additional security services for their campus. These include patrols for weekends to ensure no one is using our space unauthorized or during nights. The goal is to reduce unauthorized people on campus and issues that make families feel unsafe, such as graffiti.	**Security Services** C-5. Rocketship Si Se Puede will be able to hire additional security services for their campus. These include patrols for weekends to ensure no one is using our space unauthorized or during nights. The goal is to reduce unauthorized people on campus and issues that make families feel unsafe, such as graffiti.	**Security Services** C-5. The school will build upon the 18-19 work of the Community Engagement team to establish safety training opportunities with local law enforcement in which School Liaison officers will train key staff members who can then train additional school staff for drills and procedures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Security Services: $7,000	Security Services: $5,000	Security Services: $5,000
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	5823	5823	5823

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities: 7, 8

Identified Need:

In order to close the achievement gap, Rocketeers must continue to value education beyond their time at Rocketship. We recognize our students must develop life-long academic skills in elementary school in order to success once their graduate from Rocketship. We see a need to increase our level of student engagement to ensure that students are invest in their education. We want our students to come to school every day and enjoy it.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic absenteeism rate	**2016-17 Actuals** All Students: 13%	**2017-18 Actuals** All Students: 13%	**2018-19 Estimates** All Students: 11.5%	**2019-20 Targets** All Students: <10%
	SED: 14%	SED: 13%	SED:	SED:
	EL: 12%	EL: 12%	EL:	EL:

Attendance rate (ADA)	**2016-17 Actuals** All Students: 95.3%	**2017-18 Actuals** All Students: 95.3%	**2018-19 Estimates** All Students: 95.1%	**2019-20 Targets** All Students: >95%
Suspension rate	**2016-17 Actuals** All Students: 2.2% SED: 2.3% EL: 2.8% SPED: 7.5%	**2017-18 Actuals** All Students: 0.6% SED: 0.7% EL: 0.7% SPED: 2.1%	**2018-19 Estimates** All Students: 2.2% SED: EL: SPED:	**2019-20 Targets** All Students: <1% SED: EL: SPED:
Expulsion rate	**2016-17 Actuals** All Students: 0%	**2017-18 Actuals** All Students: 0%	**2018-19 Estimates** All Students: 0%	**2019-20 Targets** All Students: 0%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	**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 gardening. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting.	**Enrichment** 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 gardening. 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Enrichment Coordinators: $133,200	Enrichment Coordinators: $88,800	Enrichment Coordinators: $89,688
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	2101	2201	2201

Action 2

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	**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.	**Field Trips** D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go to Groveland, CA for one week of hiking, science lessons, outdoor

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Field Trips: $33,000	Field Trips: $38,500	Field Trips: $38,500
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	5860	5860	5860

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Social Emotional Learning D-3. RSSP has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills.	**Social Emotional Learning** D-3. RSSP has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills. RSSP will continue to work with Seneca Services next year to help with social-emotional learning for all students. With suspensions at a network-high level, it is especially important for Rocketship Si Se Puede to receive additional supports.	**Social Emotional Learning** D-3. RSSP has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills. RSSP will engage a full-time social worker next year to help with social-emotional learning for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Instructional Supplies: $5,200 Educational Consultants: $7,000	Instructional Supplies: $4,520 Educational Consultants: $14,000	Instructional Supplies: $4,165 Educational Consultants: $30,000
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	4340	4340 5804	4340 5804

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Rocketship parents are engaged in their students' education

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: 3, 5, 8

Identified Need:

We seek to increase engagement among parents and students alike. We view parents as critical partners in our work of educating students. Rocketship Si Se Puede has a number of effective parent engagement strategies, including a sophisticated parent council structure, upon which we will continue to build.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent attendance: % of parents attending an average of at least one school event per month	2016-17 Actual: 28%	2017-18 Actual: 58%	2018-19 Actual: 30%	2019-20 Target: 35%
Parent survey: % of parents that are satisfied overall with their school	2016-17 Actual: 85%	2017-18 Actual: 83%	2018-19 Actual: 81%	2019-20 Target: 85%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">**OR**</div>

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent involvement **E-1. Community Events:** RSSP hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RSSP invests in parent appreciation items and provides a materials budget. Parents will receive specific training on bullying	**Parent involvement** **E-1. Community Events:** RSSP hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RSSP invests in parent appreciation items and provides a materials budget.	**Parent involvement** **E-1. Community Events:** RSSP hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RSSP invests in parent appreciation items and provides a materials budget. In the coming year, we will be

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Parent Appreciation and Materials: $10,000	Parent Appreciation and Materials: $8,600	Parent Appreciation and Materials: $7,765
Source	LCFF S+C	LCFF Base	LCFF Base
Budget Reference	5822, 4510	5822, 4510	5822, 4510, 4720

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Outreach	**Parent Outreach**	**Parent Outreach**
E-2. RSSP provides many opportunities throughout the school year for parents to interact with RSSP staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education. This will start over the summer. The registration days before school, which have typically just been a day to turn in paperwork, will focus more on school culture and parental engagement so that parents have a better understanding of expectations for behavior, attendance and truancy before the school year starts.	E-2. RSSP provides many opportunities throughout the school year for parents to interact with RSSP staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education. This starts each summer with school orientation. We implemented orientation for the first time last year and found it really successful so will continue to do so. RSSP will also hold Office Hours over the summer to help parents with registering their students.	E-2. RSSP provides many opportunities throughout the school year for parents to interact with RSSP staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education. We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Parent Outreach: $9,727	Parent Outreach – School Leader Comp: $9,727	Parent Outreach – School Leader Comp: $9,727
Source	LCFF Base	LCFF S+C	LCFF S+C
Budget Reference	1101	1101	1101

Action 3

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	**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. Office Managers will be a part of a truancy task	**Office Manager** E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community. In addition to their continuing role in parent engagement, Office Managers will be

Office Managers will be a part of a truancy task force aimed at reducing chronic absenteeism and increase ADA next year. This task force will focus

force aimed at reducing chronic absenteeism and increase ADA next year. This task force will focus on creating parent-school partnerships to ensure

equipped to provide referrals to community resources as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Office Manager: $79,875	Office Manager: $81,875	Office Manager: $82,694
Source	OM Compensation, LCFF S+C	LCFF Base	LCFF Base
Budget Reference	2401	2401	2401

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,127,726	25.87 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The three most significant ways that RSSP improves services for our unduplicated pupils are through our Personalized Learning Program, our intensive teacher professional development and coaching, and our commitment to involving parents in their student's education. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. Finally, Rocketship parents are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. These are opportunities that parents of EL and low income students are not always afforded, and research shows that students with involved parents do better in school.

Following are the specific Actions and Services contributing to meeting the Increased or Improved Services Requirement:

Goal 1 Action 2 (EL, Foster, Low Income):

Personalized Learning: RTI Curriculum and Tutors, Learning Lab Materials, Leveled Libraries, Online Learning Programs, Chromebooks, Technology Support Consultants, Printing and Reproduction Budget

Goal 1 Action 4 (English Learners):

Guided Language Acquisition Design (GLAD) Professional Development through Project GLAD to support staff to embed ELD principles throughout program, deliver explicit ELD instruction, and tutoring as needed.

Goal 1 Action 5 (EL, Foster, Low Income):

Summer Program

Goal 2 Action 1 (EL, Foster, Low Income):

Summer Professional Development to ensure foundational knowledge in culture and classroom. Weekly PD targeting areas of need and personalizing supports for teachers. PD Fund to provide additional learning opportunities to veteran teachers.

Goal 2 Action 2 (EL, Foster, Low Income):

Internal and External Assessments and staffing to support.

Goal 2 Action 3 (EL, Foster, Low Income):

Data Days for analysis of interim assessment data to improve and tailor instructional practice to student needs.

Goal 2 Action 4 (EL, Foster, Low Income):

Instructional Coaching by administrators for teachers.

Goal 3 Action 1 (EL, Foster, Low Income):

Business Operations Manager

Goal 3 Action 4 (EL, Foster, Low Income):

Support Staff (Operations Specialists)

Goal 3 Action 5 (EL, Foster, Low Income):

Security Services

Goal 4 Action 1 (EL, Foster, Low Income):

Enrichment offerings such as PE, arts, science.

Goal 4 Action 2 (EL, Foster, Low Income):

Field Trips

Goal 4 Action 3 (EL, Foster, Low Income):

Social Emotional Learning instruction and supports

Goal 4 Action 4 (EL, Foster, Low Income):

Afterschool Programming

Goal 5 Action 2 (EL, Foster, Low Income):

Parent Outreach

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

> State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

> List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

> Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

> For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data

associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

    For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

    Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

> 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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

        (A) enrolled less than 31 days

        (B) enrolled at least 31 days but did not attend at least one day

        (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

            (i) are enrolled in a Non-Public School

            (ii) receive instruction through a home or hospital instructional setting

            (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

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

(b) "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).

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

    (1) For a 4-Year Cohort Graduation Rate:

        (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

        (B) The total number of students in the cohort.

        (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

        (A) The number of students who either graduated as grade 11 students or who earned any of the following:

            (i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 *EC* 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 school sites 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?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?