§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Rocketship Alma Academy (RSA)

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LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Rocketship Alma's LCAP was developed with input from multiple stakeholders, including Rocketship Alma's school leadership team, staff, families, students, and Rocketship Education's Network staff and board. The details of this engagement and the impact on the LCAP plan are explained to the right. The LCAP is grounded in the school's specific context, including its student population, instructional program, and community priorities. Rocketship Alma opened in August 2012, the seventh school in the Rocketship Education network to open in San Jose. In its first year, the campus served students in kindergarten through grade three and will grow to a full K-5 campus in the 2014-2015 school year. Rocketship Alma Fast Facts (as of May 2014): <table><tr><td>Enrollment</td><td>555</td></tr><tr><td>FRL Population</td><td>86.13%</td></tr><tr><td>EL Population</td><td>61.98%</td></tr><tr><td>Special Education Population</td><td>5.23%</td></tr></table> Population by Ethnicity (as of May 2014): Asian: 9.91% African-American: 2.52% Hispanic: 84.50%	In early April we reached out to all parents of students attending Rocketship Alma to participate in the LCAP process. Families were invited to attend an in-person parent coffee or community meeting facilitated by the Principal to understand the components of LCAP (including the state priorities) 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. Parent representatives from all student subgroups, including Asian and Special Education student subgroups, attended the meeting. To provide the opportunity for all school stakeholders' voices to be heard, even those who could not attend these in person meetings, Rocketship shared a survey (which was available in English, Spanish, and Vietnamese to reflect our student/family population) with all parents. The survey asked parents to indicate their preferences regarding to which services or resources Rocketship Alma should allocate LCFF funds. To encourage parent participation, we asked parents to complete the survey during in-person meetings and also sent the survey home with students, which was accompanied by a phone call home to remind parents to complete it. In addition to soliciting parental input into the LCAP, we held after school

Involvement Process	Impact on LCAP
White: 1.26% Other: 1.80% Given the majority FRL and EL population, Rocketship Alma's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms. As outlined in Rocketship Alma's charter, the key instructional practices include: • **Personalization.** Students receive targeted small group instruction through core strategies such as Guided Reading, 1:1 and small group tutoring during their time in the Learning Lab. • **Blended Learning.** Students benefit from access to adaptive online curriculum that provides them content at or slightly above their skill level, as well as the integration of technology into the classroom for project and writing work. • **Data driven instruction.** RSA uses a variety of benchmark, formative and summative assessments to continually ensure that students are making progress towards mastery of the CCSS and receiving instruction that is targeted towards their needs. Teachers gather for quarterly professional development "data days" to analyze the interim assessment data. • **Response to Intervention (RtI).** The RtI framework organizes all of our academic initiatives at RSA. RtI is an ongoing process of using student data to make universal and individual instructional and intervention decisions. The ultimate goal of RtI is for all students to perform at a proficient or advanced level because they have received appropriate instruction, accommodations, and modifications throughout the year. • **Teacher Specialization.** All of our teachers specialize in either Humanities (ELA / Social Studies) or Math/Science. Advantages for elementary schools that follow the team teaching approach include deeper content knowledge, a team structure allowing better collaborative focus, easier transition to middle school,	meetings, which school staff could attend to learn about LCFF and give feedback regarding how to use the funds. We also shared a survey with all school staff, including school leaders, teachers, tutors, enrichment staff, and operational and support staff, to solicit their preferences regarding how to allocate LCFF funds and which services Rocketship Alma should offer to best serve our students. We also consulted our charter petition to ensure our LCFF investments mirrored the priorities and approach detailed in Rocketship Alma's charter application. Additional groups engaged with during the LCAP process include: • School Site Council • School Leadership Team • Rocketship Education governing board • Rocketship Education network staff and leadership The ideas and preferences expressed in parent and staff surveys were totaled and used to influence to what services Rocketship Alma will allocate LCFF funds. These services are explained in full in the below sections of the LCAP. Rocketship Alma's preferred uses for LCFF funds included: additional technology, field trips and expanded curriculum. All of these investments will be funded using LCFF, with technology, field trips, enrichment center coordinators and support staff all being funded using restricted LCFF funds. 86% of families voted for expanded field trip opportunities to provide students with unique learning experiences and 76% voted to bring additional technology into their child's classroom. Other services, such as hiring a full-time substitute and enrichment coordinator professional development, received relatively fewer votes, and were therefore removed from consideration.

Involvement Process	Impact on LCAP
and more flexibility in student grouping. Community priorities at RSA include: **Core Values:** All Rocketship campuses share four common core values—respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At Rocketship Alma, this fifth core value is service. Alma Rocketeers are active citizens in their classrooms, homes, and communities. Our Rocketeers develop a social awareness of the needs that surround them and dedicate their time, energy, and talent to serve those very needs. In doing so, our Rocketeers improve upon their own understandings of the world around them and also seek to improve the lives of others -- not just their own. **Parent Engagement:** A core component of Rocketship's theory of action is that parents are essential to the academic success of their student. Through outreach efforts such as conferences, home visits, and community meetings, Rocketship Alma creates a community and fosters parent engagement as a critical element of a Rocketeer's success.	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific

metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: With the transition to CCSS, it is essential that we are providing students with aligned curriculum and material. As of the 2013-2014 year, Rocketship Alma does not yet have a CCSS Math aligned curriculum or Writing program. Our classroom supplies of literature and technology are insufficient to support students in mastering the CCSS. **Metrics:** (i) School is using standards-aligned instructional materials and curriculum (ii) Teachers participate in professional	A. Students have access to Common Core standards aligned curriculum and technology and enroll in courses covering a broad array of content areas taught by appropriately assigned teachers	*All Students*	Rocketship Alma	n/a	(i) School provides standards-aligned instructional materials with focus on ELA and math (ii) School provides standards-aligned professional development with focus on ELA and math (iii) 100% of full-time teachers have appropriate credentials	(i) School provides standards-aligned instructional materials with focus on science (ii) School provides standards-aligned professional development with focus on science (iii) 100% of full-time teachers have appropriate credentials	(i) School provides standards-aligned instructional materials with focus on social studies (ii) School provides standards-aligned professional development with focus on social studies (iii) 100% of full-time teachers have appropriate credentials	**Priority 1:** Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119 Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject area and for the pupils they are teaching **Priority 2:** Implementation of academic content and performance standards adopted by the state board for all pupils, including English Language Learners **Priority 7:** Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
development focused on standards-aligned instruction. (iii) Percent of full-time teachers with appropriate credentials								
Need: In order to be ready to learn, students need to know they are in a safe environment. While Rocketship Alma has a strong foundation in positive behavioral practices, including implementation of Positive Behavioral Intervention and Supports, we believe it is critical to maintain these high standards and eliminate bullying. Additionally, we are concerned about safety concerns associated with heavy trafficked	B. School environment is safe and welcoming for all students	*All Students*	Rocketship Alma	n/a	(i) Rate below norm for schools with similar populations (ii) <1% (iii) Baseline (new survey question) (iv) Baseline (new survey question)	(i) Rate below norm for schools with similar populations (ii) <1% (iii) Baseline + 2% points (iv) Baseline + 2% points	(i) Rate below norm for schools with similar populations (ii) <1% (iii) Baseline + 4% points (iv) Baseline + 4% points	**Priority 1:** School facilities are maintained in good repair pursuant to Education Code section 17002(d) **Priority 6:** Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
times such as pick up and drop off. **Metrics:** (i) Suspension rates (ii) Expulsion rates (iii) Parents believe school is a safe place for their children (iv) 3rd-5th grade students believe school is a safe environment to learn								
Need: While Rocketship Alma has performed well in comparison to neighboring schools with similar demographics, historically not all students have achieved proficiency. 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	C. Improve proficiency in key content areas, overall and for key subgroups	*All Students* *EL students* *SPED students* *FRL students*	Rocketship Alma	n/a	(i) Baseline (ii) Baseline (iii) Baseline (iv) Baseline	(i) Baseline +1 (ii) Baseline +1 (iii) Baseline +1 (iv) Baseline +1	(i) Baseline +2 (ii) Baseline +3 (iii) Baseline +2 (iv) Baseline +3	**Priority 4:** Performance on standardized tests, scores on Academic Performance Index, share of pupils that are college and career ready **Priority 8:** Pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
proficiency. **Metrics:** (i) CAASPP ELA, math, science proficiency rates (ii) CAASPP ELA, math, science proficiency rates for EL students (iii) CAASPP ELA, math, science proficiency rates for SPED students (iv) CAASPP ELA, math, science proficiency rates for FRL students (v) API results outperform similar schools								
Need: With over 60% of our students classified as EL, English Language Development is a critical and ongoing need at Rocketship	D. Build teacher capacity to support timely reclassification.	*EL students*	Rocketship Alma		(i) School baseline rate (ii) School baseline rate of CELDT progress	(i) Baseline +1% point (ii) Baseline +1% point	(i) Baseline +2% points (ii) Baseline +3% points	**Priority 4:** Share of English learners that become English proficient, English learner reclassification rate.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Alma.

Teachers need ongoing development in ELD instruction and use of CELDT and formative data to adjust instruction for ELs as well as additional training in programs such as small group instruction and Tier II interventions that will help struggling students..

Metrics:
(i) Reclassification rate

(ii) Annual progress on CELDT (AMAO 1) | | | | | | | | |
| Need:

We seek to increase engagement among parents and students alike. | E. Parents and children are engaged and committed to their education | *All students* | Rocketship Alma | n/a | (i) School holds conferences 3x / year

(ii) School holds at least 4 meetings per | (i) School holds conferences 3x / year

(ii) School holds at least 5 meetings per | (i) School holds conferences 3x / year

(ii) School holds at least 5 meetings per | **Priority 3:** Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special needs subgroups |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
We view parents at critical partners in our work of educating students. Rocketship Alma has a number of effective parent engagement strategies upon which we will continue to build. We see a need to increase our level of student engagement to ensure that our students are invested in their education. Additionally, we have a need for further diversifying the educational opportunities for our students outside the core classroom and we believe that increased enrichment can support this need. **Metrics:**					year (iii) 70% of parents (iv) Maintain at least 95% ADA (v) Decrease 1% point or maintain rate below 3%	year (iii) 72% of parents (iv) Maintain at least 95% ADA (v) Decrease 1% point or maintain rate below 3%	year (iii) 74% of parents (iv) Maintain at least 95% ADA (v) Decrease 1% point or maintain rate below 3%	**Priority 5:** School attendance rates, chronic absenteeism rates

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
(i) Frequency of Parent-teacher conferences (ii) Frequency of community meetings (iii) Parents are satisfied with the relationship with their child's teachers (iv) School ADA (v) % of Chronic absenteeism (missing 18+ days of school)								

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
A. Students have access to Common Core standards aligned curriculum and technology and enroll in courses covering a broad array of content areas taught by appropriately assigned teachers	**Priority 1:** Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119 Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject area and for the pupils they are teaching	The Rocketship Alma 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 "power 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 Alma operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students.	School-wide				
	Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils, including English Language Learners	Budget Allocation: Core Curriculum To ensure that our students are ready for success on the CAASPP, Rocketship Alma will be transitioning 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			$48,919 (Other)	$34,116 (Other)	$35,192 (Other)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable	Common Core standards. All students will use these assessments, with appropriate modifications and accommodations provided to qualifying students. Budget Allocation: Assessment Software & Materials Special Education students may also participate in additional assessments as appropriate. These include psycho-educational assessments, speech-language assessments and occupational therapy assessments. Budget Allocation: Special Education Assessments Rocketship Alma students will be provided access to a broad array of content areas. Science and Social Studies instruction will be embedded in either Humanities or Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. Students will have access to Physical Education and the Arts through an Enrichment block, as well as adaptive online curriculum and tutoring during their time in the Learning Lab. All Rocketship Alma teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science classrooms.			$19,266 (Other) $625 (Other)	$17,850 (Other) $661 (Other)	$18,258 (Other) $700 (Other)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Budget Allocation: Certification Costs			$24,060 (Other)	$21,360 (Other)	$22,710 (Other)
		The Special Education staff at Rocketship receives additional credentials and authorizations specific to their role, including autism authorizations. These staff members also receive specialized professional development to meet the specific and unique demands of their positions.					
		Budget Allocation: Special Education Certification and Professional Development			$4,838 (Other)	$5,118 (Other)	$5,415 (Other)
		Special Education students may need additional supports to access core curriculum and fully participate in all courses. Rocketship will provide additional staffing as needed to meet students' needs, including adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists					
		Budget Allocation: Consultants			$3,250 (Other)	$3,439 (Other)	$3,638 (Other)
		Specific investments of funds in support of this goal are as follows:					
		Increase classroom libraries that align to Common Core Rocketship Alma utilizes a Balanced Literacy approach for ELA instruction with a significant focus					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		on Guided Reading. Expanding the breath and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. Additionally, we will invest in culturally relevant literature to ensure our libraries are both accessible and engaging to students of all backgrounds and at all reading levels.

Budget Allocation: Classroom Libraries

Increase instructional supplies that assist in the instruction of Common Core
Rocketship Alma will be investing Common Core aligned materials for Math and ELA. With our Math curricula we will focus on teaching math reasoning and logical thinking as well as emphasizing visual learning as a way to help students deeply understand the conceptual underpinnings behind mathematical algorithms. Our ELA curricula will support a deeper focus on the three main genres of narrative, opinion and informational reading and writing while also providing a clear K-5 continuum for craft, language skills, and genre study. All students, including those with an IEP, will access this ELA and math curriculum, with general education and Special Education staff providing appropriate modifications and accommodations to enable students to access this content. | | | $26,550 (Other) | $26,550 (Other) | $26,550 (Other) |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Budget Allocation: Instructional Supplies			$35,375 (Other)	$31,900 (Other)	$33,325 (Other)
		Special Education students may require additional materials to receive their qualifying services. Rocketship will provide appropriate instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials					
		Budget Allocation: Special Education Supplies			$1,500 (Other)	$1,587 (Other)	$1,679 (Other)
		Increase technology support In order to better leverage technology to address the Common Core and technical skills required in the writing and speaking & listening portions of the new standards, Rocketship Alma will be increasing the number of computers in the classroom. In Humanities, this integration will focus heavily on the Common Core writing, research and communication standards. In math/science, this integration will focus on fact fluency, mathematical reasoning and justification and problem-solving.					
		Budget Allocation: Student Computer Equipment			$37,742 (Other)	$35,875 (Other)	$34,417 (Other)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Students with IEPs will utilize additional technology as appropriate, including augmentative communication supports and tablets. These devices ensure students are able to effectively participate in learning activities by leveraging technology to mediate their learning. Budget Allocation: Special Education Software and Technology			$2,438 (Other)	$2,579 (Other)	$2,728 (Other)
		In addition to increasing student computer equipment, Rocketship Alma will be making an investment in support to ensure that the technology is working smoothly for students. Budget Allocation: Technology Support			$29,700 (Restricted LCFF)	$29,700 (Restricted LCFF)	$29,700 (Restricted LCFF)
B. School environment will be safe and welcoming for all students	Priority 1: School facilities are maintained in good repair pursuant to Education Code section 17002(d) Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and	Rocketship Alma works to establish a safe school environment through the use of a Positive Behavior Interventions and Supports (PBIS) system. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. While all students benefit from PBIS, students with behavioral needs or those with behavior support plans, particularly benefit from a positive behavior system. Budget Allocation: RTI Curriculum	School-wide		$3,750 (Other)	$2,400 (Other)	$2,400 (Other)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	teachers on the sense of safety and school connectedness	We ensure that school facilities are in good repair through annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. Budget Allocation: Building Repairs Specific investments of funds in support of this goal are as follows: **Increase support staff (arrival, dismissal, hourly)** In order to continue to strengthen our systems and operations we have decided to invest in additional staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By increasing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time. Budget Allocation: Support Staff Salaries			$33,000 (Other) $115,599 (Restricted LCFF)	$33,000 (Other) $112,372 (Restricted LCFF)	$33,000 (Other) $116,247 (Restricted LCFF)
C. Improve proficiency in key content areas,	**Priority 4:** Performance on standardized tests,	As described in support of Goal A above, Rocketship Alma's instructional model will be grounded in research based, Common Core aligned curriculum. It	School-wide				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
overall and for key subgroups D. Build teacher capacity to support timely reclassification.	scores on Academic Performance Index, share of pupils that are college and career ready **Priority 8:** Pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. **Priority 4:** Share of English learners that become English proficient, English learner reclassification rate.	is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RSA's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Alma operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. In addition, our adaptive Online Learning Programs are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students. Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention Students in Special Education and those receiving Tier III interventions will have access to additional curriculum to support reading comprehension, phonics and phonemic awareness, writing and mathematical comprehension Budget Allocation: Special Education Curriculum			$96,491 (Other) $3,188 (Other)	$76,422 (Other) $3,372 (Other)	$78,626 (Other) $3,568 (Other)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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. Budget Allocation: Staff Training (GLAD) Specific investments of funds in support of these goals are as follows: **Reduce Class Sizes** Teachers are the most critical ingredient for success			$3,550 (Other)	$1,500 (Other)	$2,525 (Other)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be reducing class sizes. This class size reduction will enable teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. **Budgetary Impact: Reducing Class Size**			$108,059 (Other)	$80,230 (Other)	$143,417 (Other)
E. Parents and children are engaged and committed to their education	**Priority 3:** Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special needs subgroups **Priority 5:** School attendance rates, chronic absenteeism rates	Parent involvement is critical to the academic success of Rocketship Alma students and the overall success of RSA. Rocketship Alma already has key strategies of parent engagement including: • **Parent leaders.** These individuals will help lead various activities at school as well as be key liaisons within the community • **School community events.** These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to Rocketship Alma. • **Parent volunteers.** Rocketship Alma parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		as assist Rocketship Alma teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. Having families deeply engaged in a school community benefits all students. For our Special Education students, this deep connection and frequent contact enables school staff to better align services, respond to students' changing needs and support families to provide instructional and behavioral coaching at home Budget Allocation: Parent Appreciation & Materials Specific investments of funds in this category are focused on students' enrichment education in order to deepen their engagement and reduce absenteeism while also providing them with access to a diverse course offerings. **Enrichment Coordinators** Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during			$7,750 (Other)	$7,160 (Other)	$7,330 (Other)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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. Budget Allocation: Enrichment Coordinators **Increase Field Trip Budget** Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. Budget Allocation: Field Trip			$121,805 (Restricted LCFF) $33,000 (Restricted LCFF)	$124,241 (Restricted LCFF) $33,000 (Restricted LCFF)	$126,726 (Restricted LCFF) $33,000 (Restricted LCFF)

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
A. Students have access to Common Core standards aligned curriculum and technology and enroll in courses covering a broad array of content areas taught by appropriately assigned teachers B. School environment will be safe and welcoming for all students C. Improve proficiency in key content areas,	Priority 1: Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119 Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject area and for the pupils they are teaching. School facilities are maintained in	For low income pupils, foster youth, and re-designated fluent English proficient pupils The Rocketship Alma 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 "power 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 teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. For EL students, Rocketship Alma will provide additional small group instruction in both math and ELA in order to build	School-wide				

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
overall and for key subgroups E. Parents and children are engaged and committed to their education	good repair pursuant to Education Code section 17002(d) **Priority 2:** Implementation of academic content and performance standards adopted by the state board for all pupils, including English Language Learners **Priority 3:** Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special needs subgroups **Priority 4:** Performance on standardized tests, scores on	language acquisition and to pre-teach or preview content. Budget Allocation: Core Curriculum To ensure that our students are ready for success on the CAASPP, Rocketship Alma will be transitioning 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. For EL students, this symmetry between the format of our benchmark assessments and the CAASPP will familiarize students with the content, format and verbiage of the CAASPP which ultimately make them more successful on the CAASPP. Teachers will place special emphasis on orienting our ELs to the language of the Common Core to set them up for success. Budget Allocation: Assessment Software & Materials Rocketship Alma students will be provided access to a broad array of content areas. Science and Social Studies instruction will be embedded in both Humanities and Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. These thematic			$48,919 (Other) $19,266 (Other)	$34,116 (Other) $17,850 (Other)	$35,192 (Other) $18,258 (Other)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	Academic Performance Index, share of pupils that are college and career ready

Priority 5: School attendance rates, chronic absenteeism rates

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

Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas described in | units provide an anchor for EL students, rooting math and ELA skills in common content. This approach has been shown to build vocabulary and schema among EL students. In accordance with the ELL framework and CCSS, these thematic units will also provide research opportunities to students to perform receptive tasks such as reading research, analytical tasks such as synthesizing sources and productive language functions such as presenting their findings. While all students will benefit from these units, EL students will receive additional support, such as previewing vocabulary and extra preparation for oral presentations, as needed.

Students will have access to Physical Education and the Arts through an Enrichment block, as well as adaptive online curriculum and tutoring during their time in the Learning Lab.

All Rocketship Alma teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science classrooms.

Budget Allocation: Certification Costs

Rocketship Alma works to establish a safe school environment through the use of a Positive Behavior Interventions and Supports (PBIS) system. The | | | $24,060 (Other) | $21,360 (Other) | $22,710 (Other) |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable **Priority 8:** Pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable.	fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their social-emotional intelligence. Budget Allocation: RTI Curriculum As described in support of Goal A above, Rocketship Alma's instructional model will be grounded in research based, common core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described above, Alma's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. This emphasis on personalization results in multiple forms of differentiation for ELs including daily guided reading lessons, tailored online learning programs, as well as Tier II and Tier III interventions. Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention Parent involvement is critical to the academic success of Rocketship Alma 's students and the overall success			$3,750 (Other) $96,491 (Other)	$2,400 (Other) $76,422 (Other)	$2,400 (Other) $78,626 (Other)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		of RSA. Rocketship Alma already has key strategies of parent engagement including: • **Parent leaders.** These individuals will help lead various activities at school as well as be key liaisons within the community • **School community events.** These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to Rocketship Alma. • **Parent volunteers.** Rocketship Alma parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist Rocketship Alma 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. Budget Allocation: Parent Appreciation & Materials **Specific investments of funds in support of these goal are as follows:**			$7,750 (Other)	$7,160 (Other)	$7,330 (Other)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Increase classroom libraries that align to Common Core Rocketship Alma utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breath and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. . Additionally, we will invest in culturally relevant literature to ensure our libraries are both accessible and engaging to students of all backgrounds and at all reading levels. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home. Budget Allocation: Classroom Libraries **Increase instructional supplies that assist in the instruction of Common Core** Rocketship Alma will be investing Common Core aligned curricula for Math and ELA. With our Math curricula we will focus on teaching math reasoning and logical thinking as well as emphasizing visual learning as a way to help students deeply understand the conceptual underpinnings behind mathematical			$26,550 (Other)	$26,550 (Other)	$26,550 (Other)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		algorithms. Our ELA curricula will support a deeper focus on the three main genres of narrative, opinion and informational reading and writing while also providing a clear K-5 continuum for craft, language skills, and genre study. By narrowing the focus of our math and ELA instruction, ELs will benefit from a more coherent instructional program and repeated practice and exposure to content. Budget Allocation: Instructional Supplies **Increase technology support** In order to better leverage technology to address the Common Core and technical skills required in the writing and speaking & listening portions of the new standards, Rocketship Alma will be increasing the number of computers in the classroom. In Humanities, this integration will focus heavily on the Common Core writing, research and communication standards. In math/science, this integration will focus on fact fluency, mathematical reasoning and justification and problem-solving. Budget Allocation: Student Computer Equipment This LCFF investment is specifically related to the technology support necessary to ensure that all of the technology is working smoothly for students.			$35,375 (Other) $37,742 (Other)	$31,900 (Other) $35,875 (Other)	$33,325 (Other) $34,417 (Other)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Budget Allocation: Technology Support

Increase support staff (arrival, dismissal, hourly)
In order to continue to strengthen our systems and operations we have decided to invest in additional staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By increasing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day.

Budget Allocation: Support Staff Salaries

Reduce Class Sizes
Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be reducing class sizes. This class size reduction will enable teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. | | | $29,700 (Restricted LCFF)

$115,599 (Restricted LCFF) | $29,700 (Restricted LCFF)

$112,372 (Restricted LCFF) | $29,700 (Restricted LCFF)

$116,247 (Restricted LCFF) |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Budget Impact: Reducing Class Size			$108,059 (Other)	$80,230 (Other)	$143,417 (Other)
		Enrichment Coordinators Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities. The Coordinators play a critical role in strengthening school culture.					
		Budget Allocation: Enrichment Coordinators			$121,805 (Restricted LCFF)	$121,805 (Restricted LCFF)	$121,805 (Restricted LCFF)
		Increase Field Trip Budget Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students thereby increasing parental engagement as well. For EL students, these trips build exposure and schema, as well as providing opportunities for students to practice both academic vocabulary associated with the content of the trip as well as functional vocabulary. For EL students, teachers may provide additional support, such as					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		previewing content and providing useful sentence frames. Budget Allocation: Field Trips			$33,000 (Restricted LCFF)	$33,000 (Restricted LCFF)	$33,000 (Restricted LCFF)
D. Build teacher capacity to support timely reclassification.	**Priority 4:** Share of English learners that become English proficient, English learner reclassification rate.	**For English learners:** Given that over 60% of Rocketship Alma's students are EL, all of the actions listed above are in direct service of ensuring our English learners are reclassified as quickly as possible. For example, our reading and writing curriculum described above will emphasize phonemic awareness, phonics, fluency, vocabulary, and text comprehension. These are strategies that research indicates have clear benefit for language-minority students (National Literacy Panel, August & Shanahan, 2006). In addition to our core instructional strategies, we employ a number of essential actions in unique service of our EL students. Many of these actions, such as the GLAD professional development described below are funded with Title III funding which is specifically designed to ensure EL students attain English proficiency and meet the same challenging content as other students. Budget Allocation: Staff Training			$3,550 (Other)	$1,500 (Other)	$2,525 (Other)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		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. This is made possible through the personalized or small group instruction that occurs during guided reading. Through this small group, a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. In addition, during this guided reading time, staff will provide an EL center, which will be focused on specific language activities (picture cards, writing, vocabulary development, etc.) that are targeted to specific categories of students based on level of progress. Budget Allocation: Leveled Libraries			$3,000 (Other)	$3,000 (Other)	$3,000 (Other)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Similarly, in RtI, students that are struggling due to language proficiency will be participating in intervention activities that are specifically focused on decoding and comprehension. These activities may include comprehensive activities that explicitly and systematically build English language skills during reading instruction. There are interventions that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills. By introducing these skills in isolation and practicing them in context, students are better able to move through the language proficiency categories. Budget Allocation: RTI Curriculum			$3,750 (Other)	$2,400 (Other)	$2,400 (Other)

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Rocketship Alma is located in San Jose Unified School District where the enrollment of unduplicated pupils is below 55%, and therefore RSA only qualifies for supplemental funding, not concentration funding. RSA, however, has a substantially different demographic breakdown from San Jose Unified and is expected to have close to 89% unduplicated pupil population. RSA's estimated supplemental grant for 2014-15 is expected to be $418,147, which comprises 10% of their total LCFF Phase-In Entitlement for next year. Rocketship Alma plans to expend these funds on increased technology support, support staff, enrichment center coordinators and expanded field trip opportunities. While the district may have a lower unduplicated account, the majority of the school's population is low income, where many of these school-wide initiatives will be a great benefit to these low income students.

The use of restricted LCFF funds, while school-wide initiatives, are particularly beneficial for Rocketship Alma's unduplicated population as follows:

- **Technology support.** Additional technology in the classroom will help ensure that our unduplicated population, and particularly our EL students, are receiving the supports they need to meet the technical skills required in the writing, speaking and listening portion of the Common Core standards. With increased access to computers, our unduplicated students will have increased opportunities to practice and improve fluency during their Humanities class where technology integration will focus heavily on the Common Core writing, research and communication standards. This technology support investment will ensure that all unduplicated students have access to functioning properly at all times.

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

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

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

classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. Importantly, field trips provide real-life experiences that our unduplicated students may not otherwise experience, enriching their education and creating engaging learning opportunities.

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

Rocketship Alma's EIA expenditures in 2012-13 were $269,048. The estimated supplemental grant funding for RSA in 2014-15 is estimated to be $418,147, which is a 55% increase from 2012-13 EIA, or $149,099 additional funding for our unduplicated pupils. This year's supplemental grant is 10.83% of the LCFF base funding for 2014-15. Reducing class sizes is the primary contributor in increased services as a result of increased funding. In 2013-14 classes were taught at a ratio of approximately 30:1, however, with the increased LCFF funding, class size ratios have been decreased to 28:1. Rocketship Alma's instructional model is built on the foundation of personalization. We believe that targeted small group instruction and 1:1 tutoring are the most effective ways to ensure that all students are moving towards proficiency. For our unduplicated population, and particularly our EL students, targeted small group instruction ensures that a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. In addition, during small group guided reading time, staff will provide an EL center, which will be focused on specific language activities (picture cards, writing, vocabulary development, etc.) that are targeted to specific categories of students based on level of progress. By reducing class size, we will ensure that our unduplicated population receive even smaller group instruction and increased attention from their highly qualified teacher.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.