1 **Title 5. EDUCATION**

2 **Division 1. California Department of Education**

3 **Chapter 14.5. Local Control Funding Formula**

4 **Subchapter 1. Local Control Funding Formula Spending Regulations for**

5 **Supplemental and Concentration Grants and Local Control and Accountability**

6 **Plan Template**

7 **Article 1. Local Control and Accountability Plan and Spending Requirements for**

8 **Supplemental and Concentration Grants**

9

10 **§ 15494. Scope.**

11 (a) This chapter applies to all local educational agencies (LEAs) as defined in

12 section 15495(d).

13 (b) Funding restrictions specified in Education Code section 42238.07 apply to local

14 control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils

15 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

16 (c) The local control and accountability plan (LCAP) shall demonstrate how services

17 are provided according to this chapter to meet the needs of unduplicated pupils and

18 improve the performance of all pupils in the state priority areas.

19 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:

20 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,

21 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section

22 6312.

23

24 **§ 15495. Definitions.**

25 In addition to those found in Education Code sections 2574, 42238.01, and

26 42238.02, the following definitions are provided:

27 (a) "Consult with pupils," as used in Education Code sections 52060, 52066, and

28 47606.5, means a process to enable pupils, including unduplicated pupils and other

29 numerically significant pupil subgroups, to review and comment on the development of

30 the LCAP. This process may include surveys of pupils, forums with pupils, pupil

31 advisory committees, or meetings with pupil government bodies or other groups

32 representing pupils.

1   (b) "English learner parent advisory committee," as used in Education Code sections

2   52063 and 52069 for those school districts or schools and programs operated by county

3   superintendents of schools whose enrollment includes at least 15 percent English

4   learners and at least 50 pupils who are English learners, shall be composed of a

5   majority of parents, as defined in subdivision (e), of pupils to whom the definition in

6   Education Code section 42238.01(c) applies. A governing board of a school district or a

7   county superintendent of schools shall not be required to establish a new English

8   learner parent advisory committee if a previously established committee meets these

9   requirements.

10   (c) "Local control and accountability plan (LCAP)" means the plan created by an LEA

11   pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in

12   conformance with the LCAP and annual update template found in section 15497.5.

13   (d) "Local educational agency (LEA)" means a school district, county office of

14   education, or charter school.

15   (e) "Parents" means the natural or adoptive parents, legal guardians, or other

16   persons holding the right to make educational decisions for the pupil pursuant to

17   Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or

18   56055, including foster parents who hold rights to make educational decisions.

19   (f) "Parent advisory committee," as used in Education Code sections 52063 and

20   52069, shall be composed of a majority of parents, as defined in subdivision (e), of

21   pupils and include parents of pupils to whom one or more of the definitions in Education

22   Code section 42238.01 apply. A governing board of a school district or a county

23   superintendent of schools shall not be required to establish a new parent advisory

24   committee if a previously established committee meets these requirements, including

25   any committee established to meet the requirements of the federal No Child Left Behind

26   Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of

27   Title I of that act.

28   (g) "Prior year" means one fiscal year immediately preceding the fiscal year for

29   which an LCAP is approved.

30   (h) "Services" as used in Education Code section 42238.07 may include, but are not

31   limited to, services associated with the delivery of instruction, administration, facilities,

32   pupil support services, technology, and other general infrastructure necessary to

1 operate and deliver educational instruction and related services.

2   (i) "State priority areas" means the priorities identified in Education Code sections

3 52060 and 52066. For charter schools, "state priority areas" means the priorities

4 identified in Education Code section 52060 that apply for the grade levels served or the

5 nature of the program operated by the charter school.

6   (j) "Subgroup" means the numerically significant pupil subgroups identified pursuant

7 to Education Code section 52052.

8   (k) "to improve services" means to grow services in quality.

9   (l) "to increase services" means to grow services in quantity.

10   (m) "unduplicated pupil" means any of those pupils to whom one or more of the

11 definitions included in Education Code section 42238.01 apply, including pupils eligible

12 for free or reduced price meals, foster youth, and English learners.

13 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:

14 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,

15 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section

16 6312.

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18 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**

19 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**

20 **Supplemental and Concentration Grants.**

21   (a) An LEA shall provide evidence in its LCAP to demonstrate how funding

22 apportioned on the basis of the number and concentration of unduplicated pupils,

23 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to

24 support such pupils. This funding shall be used to increase or improve services for

25 unduplicated pupils as compared to the services provided to all pupils in proportion to

26 the increase in funds apportioned on the basis of the number and concentration of

27 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA

28 shall include in its LCAP an explanation of how expenditures of such funding meet the

29 LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall

30 determine the percentage by which services for unduplicated pupils must be increased

31 or improved above services provided to all pupils in the fiscal year as follows:

32   (1) Estimate the amount of the LCFF target attributed to the supplemental and

1   concentration grants for the LEA calculated pursuant to Education Code sections

2   42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

3   (2) Estimate the amount of LCFF funds expended by the LEA on services for

4   unduplicated pupils in the prior year that is in addition to what was expended on

5   services provided for all pupils. The estimated amount of funds expended in 2013-14

6   shall be no less than the amount of Economic Impact Aid funds the LEA expended in

7   the 2012-13 fiscal year.

8   (3) Subtract subdivision (a)(2) from subdivision (a)(1).

9   (4) Multiply the amount in subdivision (a)(3), by the most recent percentage

10   calculated by the Department of Finance that represents how much of the statewide

11   funding gap between current funding and full implementation of LCFF is eliminated in

12   the fiscal year for which the LCAP is adopted.

13   (5) Add subdivision (a)(4) to subdivision (a)(2).

14   (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant

15   to Education Code sections 42238.02 and 2574, as implemented by Education Code

16   sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted

17   Instructional Improvement Grant program and the Home to School Transportation

18   program, in the fiscal year for which the LCAP is adopted.

19   (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

20   (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero

21   or when LCFF is fully implemented statewide, then an LEA shall determine its

22   percentage for purposes of this section by dividing the amount of the LCFF target

23   attributed to the supplemental and concentration grant for the LEA calculated pursuant

24   to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is

25   adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the

26   Targeted Instructional Improvement Grant program and the Home to School

27   Transportation program.

28   (b) This subdivision identifies the conditions under which an LEA may use funds

29   apportioned on the basis of the number and concentration of unduplicated pupils for

30   districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education

31   Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved

32   services for unduplicated pupils under subdivision (a) of this section by using funds to

1   upgrade the entire educational program of a schoolsite, a school district, a charter

2   school, or a county office of education as follows:

3   (1) A school district that has an enrollment of unduplicated pupils of 55 percent or

4   more of the district's total enrollment in the fiscal year for which an LCAP is adopted or

5   in the prior year may expend supplemental and concentration grant funds on a

6   districtwide basis. A school district expending funds on a districtwide basis shall do all of

7   the following:

8   (A) Identify in the LCAP those services that are being funded and provided on a

9   districtwide basis.

10   (B) Describe in the LCAP how such services are principally directed towards, and

11 are effective in, meeting the district's goals for its unduplicated pupils in the state and

12 any local priority areas.

13   (2) A school district that has an enrollment of unduplicated pupils less than 55

14 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted

15 may expend supplemental and concentration grant funds on a districtwide basis. A

16 school district expending funds on a districtwide basis shall do all of the following:

17   (A) Identify in the LCAP those services that are being funded and provided on a

18 districtwide basis.

19   (B) Describe in the LCAP how such services are principally directed towards, and

20 are effective in, meeting the district's goals for its unduplicated pupils in the state and

21 any local priority areas.

22   (C) Describe how these services are the most effective use of the funds to meet the

23 district's goals for its unduplicated pupils in the state and any local priority areas. The

24 description shall provide the basis for this determination, including, but not limited to,

25 any alternatives considered and any supporting research, experience, or educational

26 theory.

27   (3) A school district that has an enrollment of unduplicated pupils at a school that is

28 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP

29 is adopted or in the prior year may expend supplemental and concentration grant funds

30 on a schoolwide basis. A school district expending funds on a schoolwide basis shall do

31 all of the following:

32   (A) Identify in the LCAP those services that are being funded and provided on a

1   schoolwide basis.

2   (B) Describe in the LCAP how such services are principally directed towards, and

3   are effective in, meeting the district's goals for its unduplicated pupils in the state and

4   any local priority areas.

5   (4) A school district that has an enrollment of unduplicated pupils that is less than 40

6   percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is

7   adopted may expend supplemental and concentration grant funds on a schoolwide

8   basis. A school district expending funds on a schoolwide basis shall do all of the

9   following:

10   (A) Identify in the LCAP those services that are being funded and provided on a

11   schoolwide basis.

12   (B) Describe in the LCAP how such services are principally directed towards, and

13   are effective in, meeting the district's goals for its unduplicated pupils in the state and

14   any local priority areas.

15   (C) Describe how these services are the most effective use of the funds to meet the

16   district's goals for its unduplicated pupils in the state and any local priority areas. The

17   description shall provide the basis for this determination, including, but not limited to,

18   any alternatives considered and any supporting research, experience, or educational

19   theory.

20   (5) A county office of education expending supplemental and concentration grant

21   funds on a countywide basis or a charter school expending supplemental and

22   concentration grant funds on a charterwide basis shall do all of the following:

23   (A) Identify in the LCAP those services that are being funded and provided on a

24   countywide or charterwide basis.

25   (B) Describe in the LCAP how such services are principally directed towards, and

26   are effective in, meeting the county office of education's or charter school's goals for its

27   unduplicated pupils in the state and any local priority areas, as applicable.

28   NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:

29   Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,

30   47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section

31   6312.

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1 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**

2 **Proportionality.**

3   In making the determinations required under Education Code section 52070(d)(3),

4 the county superintendent of schools shall include review of any descriptions of

5 districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through

6 (b)(4) when determining whether the school district has fully demonstrated that it will

7 increase or improve services for unduplicated pupils pursuant to section 15496(a). If a

8 county superintendent of schools does not approve an LCAP because the school district

9 has failed to meet its requirement to increase or improve services for unduplicated

10 pupils as specified in this section, it shall provide technical assistance to the school

11 district in meeting that requirement pursuant to Education Code section 52071.

12 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:

13 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,

14 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section

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23 8-22-14 [California Department of Education]

§ 15497.5. Local Control and Accountability Plan and Annual Update

Introduction:

LEA: Rocketship Fuerza Contact (Name, Title, Email, Phone Number): Maricela Guerrero, Principal, mguerrero@rsed.org, (408) 506-4055 LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

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

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

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Rocketship Fuerza's LCAP was developed with input from multiple stakeholders, including Rocketship Fuerza'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. Rocketship Fuerza opened in August 2014 as TK-4th grade campus, the ninth Rocketship campus to open in San Jose. The campus will expand to fifth grade in the 15-16 school year. The school is led by Maricela Guerrero, an experienced school leader who led Rocketship Mateo Sheedy, our flagship campus, for many years. The LCAP is grounded in the school's specific context including its student population, instructional program, and community priorities.	Rocketship Fuerza provides regular opportunities for parents to give input on the running of their school. These opportunities include, but are not limited to, monthly coffee chats with Principal Guerrero, community meetings, and 1:1 meetings with the school leadership team. In all of these engagement opportunities, RFZ encourages parents to comment on the strengths they see in the school and any operational or instructional concerns they may have, which in turn influence the school's plans for LCFF investments. In addition to these regular engagement channels, RFZ held an in-person community meeting on April 20, 2015 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 Hispanic and Asian 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 their campus should allocate LCFF funds. To ensure high response rates, 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 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

Rocketship Fuerza Fast Facts (as of April 2015):

Enrollment	494
FRL Population	83.00%
EL Population	60.73%
Special Education Population	5.26%

Population by Ethnicity (as of April 2015):
Asian: 11.54%
African-American: 1.62%
Hispanic: 85.02%
White: 0.81%
Other: 1.01%

Like all Rocketship campuses, Rocketship Fuerza has a majority FRL and EL population. As such, its instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers will be 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 Fuerza's charter, the key instructional practices include:

- **Personalization.** Students will 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 will 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.** Rocketship Fuerza will use 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 will gather for quarterly professional development "data days" to analyze the interim assessment data.
- **Response to Intervention (RtI).** The RtI framework will organize all of our academic initiatives at Rocketship Fuerza. 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, and more flexibility in student grouping.

Community priorities at Fuerza include:

- **Core Values:** All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At Rocketship Fuerza this fifth core value is ganas. Ganas is the fuel that makes the core values of respect, persistence, empathy, and responsibility come to life and ignites students' desires and zest to achieve their best. Cultivating ganas means that students will find joy and meaning in a challenge and push themselves to overcome it. It means that students will not just work persistently towards achievement but deeply desire it. Students with ganas will also encourage and motivate their peers to be better students, friends, sons, daughters, and community members. Rocketeers fueled by ganas are expected to face challenges head on with intelligence, resolve, and pride. They will create solutions instead of making excuses and push beyond expectations of themselves and their

allocate LCFF funds and which services Rocketship Fuerza should offer to best serve our students. We also consulted our charter petition to ensure our LCFF investments were mirrored the priorities and approach detailed in Rocketship Fuerza'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

Students were also consulted in conversations with teachers during regular classroom community meetings. These efforts focused primarily on third and fourth graders. These students were also surveyed to gather student input on school safety.

The ideas and preferences expressed in parent and staff surveys were totaled and used to influence to what services RFZ will allocate LCFF funds. These services are explained in full in the below sections of the LCAP. RFZ's preferred uses for LCFF funds included:
- maintaining class size reductions (favored by 67% of parents)
- investing in student computers (favored by 63% of parents)
- maintaining a third enrichment coordinator (favored by 50% of staff)

Maintaining class size reduction was also a chief priority for RFZ staff. 85% of surveyed staff indicated this was their top priority for LCFF funds.

community. This core value reminds our Rocketeers that success comes not only through hard work but also through a deep desire to reach one's goals and help others achieve theirs.

- **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 Fuerza will create a community and foster parent engagement as a critical element of a Rocketeer's success.

Annual Update:	Annual Update:
Rocketship Fuerza is off to a very strong start and is on track to exceed the school's goals on the NWEA MAP exam. Since the school was brand new in 2014-15, a chief priority for the team was building strong relationships with RFZ families and the local community. The results of that engagement are included in the section to the right. The campus also began the year with three assistant principal to ensure the leadership team had the capacity to dedicate to establishing a strong school culture, building relationships with students and parents and investing in teacher coaching. This additional leadership presence has also improved safety on campus as there are now more staff members available to oversee arrival, dismissal and transitions.	RFZ gathered input from a wide range of stakeholders in determining investments for next year and the use of LCFF funds in particular. Given the preferences of schools staff and families, Rocketship Fuerza will make the following investments aligned with the state priorities: - maintaining class size reductions - increasing support staff - investing in the Business Operations Manager position - investing in additional instructional supplies and student computers - funding enriching fieldtrips - maintaining a third enrichment coordinator The sections below have been updated to reflect these new priority investments. Some of these, such as investments in support staff and field trips, are consistent with 2014-15 investments. Parents and staff believed it was critical to maintain these investments. Others, such as class size reductions, are aligned with the evolving priorities of the campus.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

Guiding Questions:
1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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

Identified Need:	With the transition to CCSS in full swing, it is essential that we are providing students with aligned curriculum and material. Rocketship Fuerza recently adopted a CCSS Math aligned curriculum and Writing program. These programs are in their first year of implementation. Fuerza is now working to leverage technology as a means of personalizing education for students and building students' technical fluency and further integrating science and social studies instruction. **Metrics:** (i) Schools using standards-aligned instructional materials and curriculum (ii) Teachers participate in professional development focused on standards-aligned instruction. (iii) Percent of full-time teachers with appropriate credentials

Goal Applies to:	**Schools:** Rocketship Fuerza
	Applicable Pupil Subgroups: All students

LCAP Year 1: 2015-16

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A-1. The Rocketship Fuerza 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 Fuerza operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. For EL students, Rocketship Fuerza will provide additional small group instruction in both math and ELA in order to build language acquisition	School-wide	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,200 (Other)

and to pre-teach or preview content. Budget Allocation: Core Curriculum			
A-2. To ensure that our students are ready for success on the CAASPP, Rocketship Fuerza transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. All students will use these assessments, with appropriate modifications and accommodations provided to qualifying students. Budget Allocation: Assessment Software & Materials	School-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$26,874 (Other)
A-3. Rocketship Fuerza students will be provided access to a broad array of content areas. Science and Social Studies instruction will be embedded in either Humanities or Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. These thematic units provide an anchor for EL students, rooting math and ELA skills in common content. This approach has been shown to build vocabulary and schema among EL students. In accordance with the ELL framework and CCSS, these thematic units will also provide research opportunities to students to perform receptive tasks such as reading research, analytical tasks such as synthesizing sources and productive language functions such as presenting their findings. While all students will benefit from these units, EL students will receive additional support, such as previewing vocabulary and extra preparation for oral presentations, as needed. Students will have access to Physical Education and the Arts through an Enrichment block, as well as adaptive online curriculum and tutoring during their time in the Learning Lab. All Rocketship Fuerza teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science classrooms. Budget Allocation: Certification Costs	School-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24,060 (Other)

A-4. Increase classroom libraries that align to Common Core Rocketship Fuerza utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. 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	School-wide	x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$19,890 (Other)
A-5. Increase instructional supplies that assist in the instruction of Common Core Rocketship Fuerza has invested in Common Core aligned materials for Math and ELA. With our Math curricula we will focus on teaching math reasoning and logical thinking as well as emphasizing visual learning as a way to help students deeply understand the conceptual underpinnings behind mathematical algorithms. Our ELA curricula will support a deeper focus on the three main genres of narrative, opinion and informational reading and writing while also providing a clear K-5 continuum for craft, language skills, and genre study. All students, including those with an IEP, will access this ELA and math curriculum, with general education and Special Education staff providing appropriate modifications and accommodations to enable students to access this content. Students now need access to additional instructional supplies, such as workbooks, manipulatives and more to complement this existing curriculum and enrich their learning experience. Budget Allocation: Instructional Supplies	School-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,820 (Supplemental and Concentration Funding)
A-6. Increase technology support In order to better leverage technology to address the Common Core and technical skills required in the writing and speaking & listening portions of the new standards, Rocketship Fuerza 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.	School-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$71,267 (Supplemental and Concentration Funding)

Budget Allocation: Student Computer Equipment				
A-7. In addition to increasing student computer equipment, Fuerza will be making an investment in support to ensure that the technology is working smoothly for students. Budget Allocation: Technology Support	School-wide	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$29,700 (other)

<table>
<tr><td colspan="5" align="center">LCAP Year 2: 2016-17</td></tr>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="4">(i) School provides standards-aligned instructional materials with focus on non-fiction and vocabulary study in social studies
(ii) School provides standards-aligned professional development with focus on non-fiction and vocabulary study in social studies
(iii) 100% of full-time teachers have appropriate credentials</td>
</tr>
<tr>
<td colspan="2" align="center">Actions/Services</td>
<td align="center">Scope of Service</td>
<td align="center">Pupils to be served within identified scope of service</td>
<td align="center">Budgeted Expenditures</td>
</tr>
<tr>
<td colspan="2">A-1. The Rocketship Fuerza 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 Fuerza 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. For EL students, Rocketship Fuerza will provide additional small group instruction in both math and ELA in order to build language acquisition and to pre-teach or preview content.

Budget Allocation: Core Curriculum</td>
<td>School-wide</td>
<td>_x_ ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
<td>$7,200 (Other)</td>
</tr>
<tr>
<td colspan="2">A-2. To ensure that our students are ready for success on the CAASPP, Rocketship Fuerza 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</td>
<td>School-wide</td>
<td>_x_ ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient</td>
<td>$28,741 (Other)</td>
</tr>
</table>

Common Core standards. All students will use these assessments, with appropriate modifications and accommodations provided to qualifying students. Budget Allocation: Assessment Software & Materials		__Other Subgroups:(Specify)_____	
A-3. Rocketship Fuerza students will be provided access to a broad array of content areas. Science and Social Studies instruction will be embedded in either Humanities or Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. These thematic units provide an anchor for EL students, rooting math and ELA skills in common content. This approach has been shown to build vocabulary and schema among EL students. In accordance with the ELL framework and CCSS, these thematic units will also provide research opportunities to students to perform receptive tasks such as reading research, analytical tasks such as synthesizing sources and productive language functions such as presenting their findings. While all students will benefit from these units, EL students will receive additional support, such as previewing vocabulary and extra preparation for oral presentations, as needed. Students will have access to Physical Education and the Arts through an Enrichment block, as well as adaptive online curriculum and tutoring during their time in the Learning Lab. All Rocketship Fuerza teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science classrooms. Budget Allocation: Certification Costs	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,410 (Other)
A-4. Increase classroom libraries that align to Common Core Rocketship Fuerza utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. 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.	School-wide	x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$21,060 (Other)

Budget Allocation: Classroom Libraries			
A-5. Increase instructional supplies that assist in the instruction of Common Core Rocketship Fuerza has invested in Common Core aligned materials for Math and ELA. With our Math curricula we will focus on teaching math reasoning and logical thinking as well as emphasizing visual learning as a way to help students deeply understand the conceptual underpinnings behind mathematical algorithms. Our ELA curricula will support a deeper focus on the three main genres of narrative, opinion and informational reading and writing while also providing a clear K-5 continuum for craft, language skills, and genre study. All students, including those with an IEP, will access this ELA and math curriculum, with general education and Special Education staff providing appropriate modifications and accommodations to enable students to access this content. Budget Allocation: Instructional Supplies	School-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$27,290 (Supplemental and Concentration Funding)
A-6. Increase technology support In order to better leverage technology to address the Common Core and technical skills required in the writing and speaking & listening portions of the new standards, Rocketship Fuerza 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	School-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$33,740 (Supplemental and Concentration Funding)
A-7. In addition to increasing student computer equipment, Fuerza will be making an investment in support to ensure that the technology is working smoothly for students. Budget Allocation: Technology Support	School-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$29,700 (other)

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	(i) School provides standards-aligned instructional materials with focus on project-based learning and application (ii) School provides standards-aligned professional development with focus on project-based learning and application (iii) 100% of full-time teachers have appropriate credentials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A-1. The Rocketship Fuerza 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 Fuerza 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. For EL students, Rocketship Fuerza will provide additional small group instruction in both math and ELA in order to build language acquisition and to pre-teach or preview content. Budget Allocation: Core Curriculum	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,200 (Other)
A-2. To ensure that our students are ready for success on the CAASPP, Rocketship Fuerza transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. All students will use these assessments, with appropriate modifications and accommodations provided to qualifying students. 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 CAASPP to set them up for success. Budget Allocation: Assessment Software & Materials	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$28,793 (Other)

A-3. Rocketship Fuerza students will be provided access to a broad array of content areas. Science and Social Studies instruction will be embedded in either Humanities or Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. These thematic units provide an anchor for EL students, rooting math and ELA skills in common content. This approach has been shown to build vocabulary and schema among EL students. In accordance with the ELL framework and CCSS, these thematic units will also provide research opportunities to students to perform receptive tasks such as reading research, analytical tasks such as synthesizing sources and productive language functions such as presenting their findings. While all students will benefit from these units, EL students will receive additional support, such as previewing vocabulary and extra preparation for oral presentations, as needed. Students will have access to Physical Education and the Arts through an Enrichment block, as well as adaptive online curriculum and tutoring during their time in the Learning Lab. All Rocketship Fuerza teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science classrooms. Budget Allocation: Certification Costs	School-wide	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,410 (Other)
A-4. Increase classroom libraries that align to Common Core Rocketship Fuerza utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. 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	School-wide	x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$21,060 (Other)
A-5. Increase instructional supplies that assist in the instruction of Common Core Rocketship Fuerza has invested in Common Core aligned materials for Math and ELA. With our Math curricula we will focus on teaching math	School-wide	_x_ ALL -- OR: __Low Income pupils __English Learners	$27,310 (Supplemental and Concentration Funding)

reasoning and logical thinking as well as emphasizing visual learning as a way to help students deeply understand the conceptual underpinnings behind mathematical algorithms. Our ELA curricula will support a deeper focus on the three main genres of narrative, opinion and informational reading and writing while also providing a clear K-5 continuum for craft, language skills, and genre study. All students, including those with an IEP, will access this ELA and math curriculum, with general education and Special Education staff providing appropriate modifications and accommodations to enable students to access this content. Students now need access to additional instructional supplies, such as workbooks, manipulatives and more to complement this existing curriculum and enrich their learning experience. Budget Allocation: Instructional Supplies		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
A-6. Increase technology support In order to better leverage technology to address the Common Core and technical skills required in the writing and speaking & listening portions of the new standards, Rocketship Fuerza 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	School-wide	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$29,633 (Supplemental and Concentration Funding)
A-7. In addition to increasing student computer equipment, Fuerza will be making an investment in support to ensure that the technology is working smoothly for students. Budget Allocation: Technology Support	School-wide		$29,700 (Other)

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

Identified Need:	In order to be ready to learn, students need to know they are in a safe environment. While Rocketship Fuerza has a strong foundation in positive behavioral practices, including implementation of the Positive Behavioral Intervention and Supports framework, we believe it is critical to maintain these high standards. We also seek to eliminate bullying on our campus Finally, we are concerned about safety concerns associated with heavy trafficked times such as pick up and drop off. **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
Goal Applies to:	**Schools:** Rocketship Fuerza
	Applicable Pupil Subgroups: *All Students*

LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	(i) Rate below norm for schools with similar populations (ii) <1% (iii) 95% or Baseline + 2% points (whichever is lower) (iv) 95% or Baseline + 2% points (whichever is lower)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
B-1. Rocketship Fuerza 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. RFZ has implemented Tier I and Tier II behavioral supports and will expand to Tier III behavioral services to mirror our three tiers of academic supports. While all students benefit from PBIS, students with behavioral needs or those with behavior support plans, particularly benefit from a positive behavior system. Budget Allocation: RTI Curriculum	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,800 (Other)
B-2. We ensure that school facilities are in good repair through annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. We invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Budget Allocation: Building Repairs	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$54,700 (Other)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
B-3. Increase s (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	School-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$151,656 (Supplemental and Concentration Funding)
B-4. Rocketship Fuerza 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 RFZ's and the state's goals for student safety. Budget Allocation: Business Operations Manager	School-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$101,992 (Supplemental and Concentration Funding)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	(i) Rate below norm for schools with similar populations (ii) <1% (iii) 95% or Baseline + 4% points (whichever is lower) (iv) 95% or Baseline + 4% points (whichever is lower)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
B-1. Rocketship Fuerza 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. RFZ has implemented Tier I and Tier II behavioral supports and will expand to Tier III behavioral services to mirror our three tiers of academic supports. While all students benefit from PBIS, students with behavioral needs or those with behavior support plans, particularly benefit from a positive behavior system.	School-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,800 (Other)

Budget Allocation: RTI Curriculum			
B-2. We ensure that school facilities are in good repair through annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. We invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Budget Allocation: Building Repairs	School-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$36,250 (Other)
B-3. Increase support staff (arrival, dismissal, hourly) In order to continue to strengthen our systems and operations we have decided to invest in additional staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By increasing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time. Budget Allocation: Support Staff Salaries	School-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$148,215 (Supplemental and Concentration Funding)
B-4. Rocketship Fuerza 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 RFZ's and the state's goals for student safety. Budget Allocation: Business Operations Manager	School-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$102,539 (Supplemental and Concentration Funding)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	(i) Rate below norm for schools with similar populations (ii) <1% (iii) 95% or Baseline + 6% points (whichever is lower) (iv) 95% or Baseline + 6% points (whichever is lower)		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

B-1. Rocketship Fuerza 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. RFZ has implemented Tier I and Tier II behavioral supports and will expand to Tier III behavioral services to mirror our three tiers of academic supports. While all students benefit from PBIS, students with behavioral needs or those with behavior support plans, particularly benefit from a positive behavior system. Budget Allocation: RTI Curriculum	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,800 (Other)
B-2. We ensure that school facilities are in good repair through annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. We invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Budget Allocation: Building Repairs	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$39,500 (Other)
B-3. Increase support staff (arrival, dismissal, hourly) In order to continue to strengthen our systems and operations we have decided to invest in additional staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By increasing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time. Budget Allocation: Support Staff Salaries	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$149,918 (Supplemental and Concentration Funding)
B-4. Rocketship Fuerza 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 RFZ's and the state's goals for student safety. Budget Allocation: Business Operations Manager	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$105,615 (Supplemental and Concentration Funding)

<table>
<tr><td rowspan="2">GOAL:</td><td rowspan="2">C. Improve proficiency in key content areas, overall and for key subgroups</td><td>Related State and/or Local Priorities:</td></tr>
<tr><td>1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8_x_
COE only: 9__ 10__
Local: Specify _____</td></tr>
</table>

Identified Need:	While Rocketship Fuerza is on track to perform well in comparison to neighboring schools with similar demographics, it serves a historically underperforming population. In particular, there is a subset of students who persistently perform in the Below Basic or Far Below Basic quintiles. 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. **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 SED students	

Goal Applies to:	**Schools:**	Rocketship Fuerza
	Applicable Pupil Subgroups:	*All Students* *EL students* *SPED students* *SED students*

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LCAP Year 1: 2015-16

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Expected Annual Measurable Outcomes:	(i) Baseline +1 (ii) Baseline +1 (iii) Baseline +1 (iv) Baseline +1

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
C-1. As described in support of Goal A above, Rocketship Fuerza's instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RFZ'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 Fuerza operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$51,053 (Other)

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			
C-2. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Budget Allocation: Staff Training (GLAD)	School-wide	__ALL --- OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$17,308 (Other)
C-3. Maintain Class Size Reduction Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. **Budgetary Impact:** Maintain Class Size Reduction	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$341,208 (Supplemental and Concentration Funding)

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	(i) Baseline +2 (ii) Baseline +3 (iii) Baseline +2 (iv) Baseline +3			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
C-1. As described in support of Goal A above, Rocketship Fuerza's instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RFZ'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 Fuerza 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	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$51,053 (Other)
C-2. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction	School-wide	_x_ALL --- OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$18,060 (Other)

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)			
C-3. Maintain Class Size Reduction Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. **Budgetary Impact:** Maintain Class Size Reduction	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$297,567 (Supplemental and Concentration Funding)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	(i) Baseline +4 (ii) Baseline +5 (iii) Baseline +4 (iv) Baseline +5

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
C-1. As described in support of Goal A above, Rocketship Fuerza's instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RFZ'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 Fuerza operates an inclusion model. In particular, our Special Education	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$51,053 (Other)

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			
C-2. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Budget Allocation: Staff Training (GLAD)	School-wide	_ALL --- OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$18,060 (Other)
C-3. Maintain Class Size Reduction Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings.	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$311,057 (Supplemental and Concentration Funding)

Budgetary Impact: Maintain Class Size Reduction		

GOAL:	D. Build teacher capacity to support timely reclassification.	Related State and/or Local Priorities: 1__ 2__ 3__ 4x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	With close to 61% of our students classified as EL, English Language Development is a critical and ongoing need at Rocketship Fuerza. 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)	
Goal Applies to:	Schools:	Rocketship Fuerza
	Applicable Pupil Subgroups:	*EL students*

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	(i) Avg rate +1% point (ii) Avg rate +1% point

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
D-1. As described in support of Goal A above, Rocketship Fuerza's instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RFZ'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 Fuerza 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.	School-wide	__ALL --- OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See C-1

Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention			
D-2. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. In addition to our core instructional strategies, we employ a number of essential actions in unique service of our EL students. Many of these actions, such as the GLAD professional development, are specifically designed to ensure EL students attain English proficiency and meet the same challenging content as other students. Budget Allocation: Staff Training (GLAD)	School-wide	__ALL --- OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See C-2

D-3. Maintain Class Size Reduction	School-wide	__ALL	See C-3
Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. **Budgetary Impact:** Maintain Class Size Reduction		-- OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	(i) Avg rate +2% points (ii) Avg rate +3% points

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
D-1. As described in support of Goal A above, Rocketship Fuerza's instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RFZ'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 Fuerza 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	School-wide	__ALL -- OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See C-1

D-2. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. In addition to our core instructional strategies, we employ a number of essential actions in unique service of our EL students. Many of these actions, such as the GLAD professional development, are specifically designed to ensure EL students attain English proficiency and meet the same challenging content as other students. Budget Allocation: Staff Training (GLAD)	School-wide	__ALL -- OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See C-2
D-3. Maintain Class Size Reduction Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. **Budgetary Impact:** Maintain Class Size Reduction	School-wide	__ALL -- OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See C-3

LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	(i) Avg rate +3% point (ii) Avg rate +4% point			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
D-1. As described in support of Goal A above, Rocketship Fuerza's instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RFZ'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 Fuerza 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	School-wide	__ALL --- OR: __Low Income pupils _x_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		See C-1
D-2. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction	School-wide	__ALL --- OR: __Low Income pupils _x_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		See C-2

as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. In addition to our core instructional strategies, we employ a number of essential actions in unique service of our EL students. Many of these actions, such as the GLAD professional development, are specifically designed to ensure EL students attain English proficiency and meet the same challenging content as other students. Budget Allocation: Staff Training (GLAD)			
D-3. Maintain Class Size Reduction Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. **Budgetary Impact:** Maintain Class Size Reduction	School-wide	__ALL --- OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See C-3

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

Identified Need:	We seek to increase engagement among parents and students alike. We view parents at critical partners in our work of educating students. Rocketship Fuerza has a number of effective parent engagement strategies, including a sophisticated parent council structure, upon which we will continue to build. We see a need to increase our level of student engagement to ensure that our students are invested in their education. Additionally, we have a need for further diversifying the educational opportunities for our students outside the core classroom and we believe that increased enrichment can support this need. **Metrics:** (i) Frequency of Parent-teacher conferences (ii) Frequency of community meetings (iii) Parents are satisfied with the relationship with their child's teachers [survey] (iv) School ADA (v) % of Chronic absenteeism (missing 18+ days of school)			
Goal Applies to:	**Schools:** Rocketship Fuerza			
	Applicable Pupil Subgroups: *All students*			

LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	(i) School holds conferences 3x / year (ii) School holds at least 5 meetings per year (iii) 74% of parents (iv) Maintain at least 95% ADA (v) Decrease 1% point or maintain rate below 3%			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
E-1. Parent involvement is critical to the academic success of Rocketship Fuerza students and the overall success of RFZ. Rocketship Fuerza 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 Fuerza. • **Parent volunteers.** Rocketship Fuerza parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RFZ 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	School-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,520 (Other)

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 & Material			
E-2. Enrichment Coordinators Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our Special Education students, this can be an especially motivating and engaging portion of their day. Budget Allocation: Enrichment Coordinators	School-wide	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$129,171 (Supplemental and Concentration Funding)
E-3. Increase Field Trip Budget Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. Budget Allocation: Field Trips	School-wide	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$38,500 (Supplemental and Concentration Funding)

| E-4. Office Manager

Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community.

Budget Allocation: Office Manager | School-wide | _x_ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | $77,104
(Supplemental and Concentration Funding) |

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	(i) School holds conferences 3x / year (ii) School holds at least 5 meetings per year (iii) 76% of parents (iv) Maintain at least 95% ADA (v) Decrease 1% point or maintain rate below 3%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
E-1. Parent involvement is critical to the academic success of Rocketship Fuerza students and the overall success of RFZ. Rocketship Fuerza 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 Fuerza. • **Parent volunteers.** Rocketship Fuerza parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RFZ 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	School-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,760 (Other)

and behavioral coaching at home. Budget Allocation: Parent Appreciation & Materials			
E-2. Enrichment Coordinators Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our Special Education students, this can be an especially motivating and engaging portion of their day. Budget Allocation: Enrichment Coordinators	School-wide	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$123,070 (Supplemental and Concentration Funding)
E-3. Increase Field Trip Budget Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. Budget Allocation: Field Trips	School-wide	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$38,500 (Supplemental and Concentration Funding)

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LCAP Year 3: 2017-18

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Expected Annual Measurable Outcomes:	(i) School holds conferences 3x / year (ii) School holds at least 5 meetings per year (iii) 78% of parents (iv) Maintain at least 95% ADA (v) Decrease 1% point or maintain rate below			
Actions/Services		Scope of	**Pupils to be served within identified scope of**	Budgeted

	Service	service	Expenditures
E-1. Parent involvement is critical to the academic success of Rocketship Fuerza students and the overall success of RFZ. Rocketship Fuerza 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 Fuerza. • **Parent volunteers.** Rocketship Fuerza parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RFZ 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 & Material	School-wide	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,760 (Other)
E-2. Enrichment Coordinators Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our Special Education students, this can be an especially motivating and engaging portion of their day. Budget Allocation: Enrichment Coordinators	School-wide	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$124,301 (Supplemental and Concentration Funding)

| E-3. Increase Field Trip Budget
Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well.

Budget Allocation: Field Trips | School-wide | _x_ ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | $38,500 (Supplemental and Concentration Funding) |

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

Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

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

Goal Applies to:	Schools:	Rocketship Fuerza
	Applicable Pupil Subgroups:	*All Students*

Expected Annual Measurable Outcomes:	(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	Actual Annual Measurable Outcomes:	(i) School did provide standards-aligned instructional materials with focus on ELA and math (ii) School did provide standards-aligned professional development with focus on ELA and math (iii) 100% of full-time teachers did have appropriate credentials

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The Rocketship Fuerza 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 Fuerza operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Budget Allocation: Core Curriculum	$61,145 (Other)	Rocketship Fuerza adopted Singapore Math as their Common Core-aligned mathematics program. The Singapore Syllabus served as a foundational tool for the developers of the Common Core State Standards. In addition to this math program, RFZ adopted a set of signature math strategies aligned to the instructional shifts in the Common Core. Additionally, RFZ adopted the Lucy Calkins Writer's Workshop model and associated curriculum as the foundation of our writing block. These two Common Core curricula and associated trainings built our teachers' knowledge and skills as instructors of the scope and depth of the new standards. Close to 61% of students at RFZ are English Language Learners. All of these students, as well as our Hispanic and Asian subgroups, had access to rigorous, personalized, Common Core-aligned instruction, with an emphasis on ELA and mathematics. Actual expenses were lower than the budgeted amount as RFZ did not have to purchase materials for fifth grade.	$55,852 (Other)

Scope of service:	School-wide		Scope of service:	School-wide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
To ensure that our students are ready for success on the CAASPP, Rocketship Fuerza 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. All students will use these assessments, with appropriate modifications and accommodations provided to qualifying students. Budget Allocation: Assessment Software & Materials		$17,167 (Other)	Rocketship Fuerza adopted a computer-based Common Core-aligned benchmark provided by Key Data Systems. This test proved challenging for students as they adjusted to the computerized adaptive assessment and teachers invested significant time in evaluating and norming on open-ended responses. Though this transition was difficult, we feel confident that this test better prepared all students for the CAASPP. Further, watching our Special Education and EL students take this test provided great insights into the additional preparation these students will need to be successful on the CAASPP and the appropriate modifications available to them. The difference in budgeted vs. actual costs is due to the cost of individual student accounts for assessment materials.		$27,474 (Other)
Scope of service:	School-wide		Scope of service:	School-wide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

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Rocketship Fuerza 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 Fuerza teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science classrooms. Budget Allocation: Certification Costs	$20,010 (Other)	RFZ invested in new math and writing programs to provide students with richer instruction in those content areas. Additionally, RFZ purchased content-area curriculum from Schoolwide to support content-area literacy. These units spanned science and social studies content such as the rock cycle, the revolutionary war, and human biology. This content units provided helpful resources to teachers who created their own thematic units. RFZ also expanded its enrichment offerings to include physical education, Spanish, music and dance. As of April 2015, 100% of Rocketship Fuerza teachers were highly-qualified. Certification costs were lower than the budgeted amount. This is because more incoming teachers came to RFZ with clear credentials. Therefore, RFZ did not need to spend the full amount allocated for certification costs.	$13,290 (Other)
Scope of service: School-wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** School-wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase classroom libraries that align to Common Core Rocketship Fuerza utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. Additionally, we will invest in culturally relevant literature to ensure our libraries are both accessible and engaging to students of all	$35,100 (Other)	RFZ purchased a small number of classroom library sets from Schoolwide, providing each literacy teacher with new texts spanning a variety of reading levels. These expanded libraries ensure that all students, including those reading well above or below grade level, have access to high-interest and relevant reading material. Half of these books were non-fiction titles, in line with the CCSS shift towards a balance between narrative and informational texts.	$9,115 (Other)

backgrounds and at all reading levels. Budget Allocation: Classroom Libraries		Classroom libraries came in significantly under budget as RFZ chose to place a smaller order than originally anticipated. RFZ anticipates making a larger purchase this coming year to ensure all classrooms are supplied with appropriate materials.	
Scope of service: School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase instructional supplies that assist in the instruction of Common Core Rocketship Fuerza 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. Budget Allocation: Instructional Supplies	$34,430 (Other)	Rocketship Fuerza adopted Singapore Math as their Common Core-aligned mathematics program. The Singapore Syllabus served as a foundational tool for the developers of the Common Core State Standards. In addition to this math program, RFZ adopted a set of signature math strategies aligned to the instructional shifts in the Common Core. Additionally, RFZ adopted the Lucy Calkins Writer's Workshop model and associated curriculum as the foundation of our writing block. These two Common Core curricula and associated trainings built our teachers' knowledge and skills as instructors of the scope and depth of the new standards. Almost 61% of students at RFZ are English Language Learners. All of these students, as well as our Hispanic and Asian subgroups had access to rigorous, personalized, Common Core-aligned instruction, with an emphasis on ELA and mathematics. In addition to this curriculum, RFZ invested in additional supplies to support this learning, including math manipulatives to support student mastery of content from a concrete to a pictorial to a conceptual understanding of mathematics. This investment came in under budget. However, parents and staff have called for an increased investment in classroom supplies, therefore Fuerza will dedicate more resources to this area in future years.	$24,748 (Other)

Scope of service:	School-wide		Scope of service:	School-wide	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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 Fuerza 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	$58,100 (Other)		Rocketship Fuerza purchased new Chromebooks for use in the classroom. These Chromebooks are used in a variety of ways including highly-personalized center activities powered by RAZkids, MyON and other programs. They are also used for whole class activities such as publishing writing pieces, conducting research and participating in the Hour of Code campaign. Actual expenses were much greater than projected as RFZ was a new school that had to purchase a large number of devices to get the classroom computer program up and running. This investment will continue for future years.	$65,387 (Other)	
Scope of service:	School-wide		Scope of service:	School-wide	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
In addition to increasing student computer equipment, Fuerza will be making an investment in support to ensure that the technology is working smoothly for students. Budget Allocation: Technology Support	$57,700 (Supplemental and Concentration Funding)		RFZ adopted a computer-based, Common Core-aligned benchmark assessment provided by Key Data Systems. As a new school, Fuerza was better prepared to weather the technical difficulties associated with having so many students simultaneously take a computerized benchmark. As a result, RFZ came in significantly under budget in this investment area. We believe RFZ is well-prepared for the CAASPP which will run under similar conditions.	$19,007 (Supplemental and Concentration Funding)	
Scope of service:	School-wide		Scope of service:	School-wide	
_x_ ALL			_x_ ALL		

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In the past year, Rocketship Fuerza has invested a great deal of time and resources into transitioning to the Common Core. This has included investment in Common Core-aligned curricula and corresponding training on these programs. This has built teachers' and school leadership's knowledge of the Common Core and developed their facility with using and adapting curricula. Now that RFZ has a strong curricular foundation, investment in curricula will drop significantly. We will invest more heavily in instructional supplies to ensure our students have access to high-quality and age-appropriate material. In addition, RFZ will focus on developing teacher-created ELA units and unit assessments that build upon the Calkins curriculum. Teacher coaching will focus primarily on coaching and training support around reading comprehension and implementation of Singapore Math & instructional strategies that support CCSS. RFZ also invested in the addition of new technological devices in the classroom for all students. This has increased our teachers' abilities to provide highly personalized instruction due to the wealth of leveled and adaptive online learning technologies available to students via Chromebooks. We will continue to invest in this area and further lower our student to computer ratios from 3:1 to 5:2. We expect to continue on this trajectory for several years. We've also seen a great deal of support from students and parents around our enrichment offerings. Parents appreciate the variety of learning opportunities their children have available to them. Students similarly enjoy the variety this adds to their weekly schedule and the opportunity to express their creativity and strengths in new ways. RFZ will continue to offer multiple enrichment centers for the 2015-16 school year.

Original GOAL from prior year LCAP:	B. School environment is safe and welcoming for all students	Related State and/or Local Priorities: 1 _x_ 2__ 3__ 4__ 5__ 6 _x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	**Schools:** Rocketship Fuerza	
	Applicable Pupil Subgroups: *All Students*	

Expected Annual Measurable Outcomes:	**Metrics:** (i) Suspension rates below norm for schools with similar populations (ii) Expulsion rates <1% (iii) Parents believe school is a safe place for their children – Baseline (new survey question) (iv) 3rd-4th grade students believe school is a safe environment to learn – Baseline (new survey question)	Actual Annual Measurable Outcomes:	i) 0.37% (compared to local elementary range of 0.87%-2.39%) (ii) 0% (iii) 87% (iv) 89%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Rocketship Fuerza works to establish a safe school environment through the use of a Positive Behavioral 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	$9,702 (Other)	Rocketship Fuerza launched Tier I and Tier II behavioral supports as part of an organization-wide Positive Behavioral Interventions and Supports (PBIS) initiative. Typically 10-15% of students will need additional interventions in order to conduct themselves in a productive and age appropriate manner. These supports include a check-in/check-out system or a modified behavior plan. These Tier II supports have been particularly impactful for our Special Education students who have a behavioral IEP. RFZ came in under budget in this area as the school opted to share PBIS curricula across classrooms to ensure that the curricula was well-understood and gained traction before placing a large order.	$4,266 (Other)
Scope of service: School-wide		**Scope of service:** School-wide	
_x_ ALL		_x_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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	$33,000 (Other)	RFZ was a new campus in 2014-15. As a result, the school did not have a need for major repairs and upgrades. Instead, thse funds were used for normal maintenance of school wear and tear. RFZ came in under budget for this line item. We expect this need to increase in future years as the student population rises and the building ages.	$18,590 (Other)

Scope of service:	School-wide		Scope of service:	School-wide	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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		$104,830 (Supplemental and Concentration Funding)	Additional support staff have been a critical investment at RFZ, providing the necessary staffing for our universal breakfast program, lunch, arrival and dismissal. Support staff are posted at strategic locations around the campus to ensure no one gains entry to the school without an appropriate pass, that all student walkers are accompanied by an adult, and that all cars obey the arrival and dismissal procedures, thereby ensuring greater safety for our students. They also provide a consistent and friendly presence for students and parents during these key interactions. RFZ exceeded the allocation for this budget item. At times, RFZ paid overtime hours to support staff, thereby driving up the cost of this budget line item. Next year, RFZ has allocated significantly more dollars to support staff and is budgeting for many more support staff hours.		$126,256 (Supplemental and Concentration Funding)
Scope of service:	School-wide		Scope of service:	School-wide	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The implementation of the wide Positive Behavioral Interventions and Supports (PBIS) initiative has had a significant positive impact at RFZ. As students learn to identify and regulate their own emotions, we have found that student misbehaviors have decreased significantly. We use the Kimochi and RULER approach social-emotional learning curricula with students and have found that students apply many of these			

tools to resolve their own conflicts with peers. We have a small number of students, including those with behavioral IEPs, who require additional interventions and supports to consistently behave in a productive way. For these students, Tier II PBIS interventions have made a big impact. We plan to roll out Tier III behavioral interventions in the 2015-16 school year.

We anticipate greater building repair needs in the upcoming school year as the school grows to full capacity and the building ages.

After many conversations with parents, staff and the network operations team, RFZ is making a significant investment in support staff to continue the work they began this year to staff breakfast, lunch, arrival, and dismissal appropriately. This ensures that each of these processes runs smoothly and that there are enough support staff present to ensure all students are safe during these times.

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

Goal Applies to:	Schools:	Rocketship Fuerza
	Applicable Pupil Subgroups:	*All Students, EL students, SPED students, SED students*

Expected Annual Measurable Outcomes:	(i) Baseline (ii) Baseline (iii) Baseline (iv) Baseline	Actual Annual Measurable Outcomes:	(i) TBD (ii) TBD (iii) TBD (iv) TBD

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
As described in support of Goal A above, Rocketship Fuerza's instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RFZ'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 Fuerza 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	$136,302 (Other)	Rocketship Fuerza adopted a variety of new curricula in 2014-15. As outlined above, RFZ purchased Singapore Math as their Common Core-aligned mathematics program, the Lucy Calkins Writer's Workshop curriculum, and Schoolwide Reading Fundamentals content area units. In addition, RFZ replaced the Accelerated Reader program with MyOn, a digital reading program that provides students with greater choice over their reading selections and includes rigorous assessment of the student's reading comprehension. Actual expenditures were greater than budgeted expenditures as RFZ spent more than expect on Online Learning Programs.	$154,898 (Other)

Scope of service:	School-wide		Scope of service:	School-wide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
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)	$20,975 (Other)		RFZ continues to partner with Project GLAD to ensure all teachers are trained on the GLAD strategies for ELD instruction and are familiar with the new ELD framework developed by the CDE. These practices are embedded in all parts of instruction so that the close to 61% of RFZ students who are ELs always engage in appropriate and accessible instruction. Rocketship Fuerza provides GLAD training to any new staff members who have not already attended the 6 day training. As RFZ had a number of new staff in 2014-15 with previous GLAD experience, the campus came in under budget for this item.		$13,077 (Other)
Scope of service:	School-wide		Scope of service:	School-wide	
__ALL			__ALL		
OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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	$150,212 (Other)		RFZ reduced class size from the Rocketship standard class size by an average of 2 students per class. We accomplished this by admitting		$267,278 (Other)

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

fewer new students. This has resulted in more personalized attention for students, more targeted small group groupings and created less congestion during peak events such as the morning launch ritual, hallway transitions, lunch, recess and enrichment. This has reduced friction between students and we have seen fewer instances of misbehavior during these times.

RFZ is committed to maintaining class size reductions in the 2015-16 school year. The budgetary impact was much greater than projected; we have updated our 2015-16 budget to reflect this.

Scope of service:	School-wide

_x_ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

Scope of service:	School-wide

_x_ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After heavily investing in curricular resources 2014-15, RFZ will reduce expenditures in core curriculum and reallocate more funds towards talent-driven allocations such as support staff. RFZ now has a strong curricular foundation from which teachers can build and do not need to continue to make massive investments in new programs. Rocketship continues to see great benefits from our partnership with Project GLAD for ELD training for teachers. Our teachers regularly cite this as highly influential to their daily practices in the classroom and their growth as professionals. We will continue to invest in GLAD training for new staff and invest our time in deepening our understanding of the ELD framework. The combination of increased support staff and fewer students has resulted in a happier and safer school environment where each student receives greater personal attention. Key events such as passing periods, lunch, and recess run more smoothly as these spaces are less congested, each student has more personal space, and each student is keenly aware that there's a support staff member close by to monitor their activity. This has greatly reduced "opportunistic misbehavior" that typically occurs when many students are gathered in one space. Parents have noticed these improvements and 67% of them voted to continue maintaining class size reductions as a priority in the 2015-16 school year. Our teachers similarly note that they are better able to reach all students in their classes and have had fewer classroom disruptions since class size reductions took effect. 85% of teachers voted to invest supplemental and concentration funds in maintaining class size reductions.

Original GOAL from prior year LCAP:	D. Build teacher capacity to support timely reclassification. Metrics: (i) Reclassification rate (ii) Annual progress on CELDT (AMAO 1)	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	**Schools:**	Rocketship Fuerza	
	Applicable Pupil Subgroups:	*EL Students*	

Expected Annual Measurable Outcomes:	(i) School baseline rate (ii) School baseline rate of CELDT progress	Actual Annual Measurable Outcomes:	(i) TBD (ii) TBD

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
As described in support of Goal A above, Rocketship Fuerza's instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RFZ'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 Fuerza 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	$136,302 (Other)	Rocketship Fuerza adopted a variety of new curricula in 2014-15. As outlined above, RFZ purchased Singapore Math as their Common Core-aligned mathematics program, the Lucy Calkins Writer's Workshop curriculum, and Schoolwide Reading Fundamentals content area units. In addition, RFZ replaced the Accelerated Reader program with MyOn, a digital reading program that provides students with greater choice over their reading selections and includes rigorous assessment of the student's reading comprehension. RFZ also invested in classroom leveled libraries to provide students with higher quality and greater choice in their independent reading. These leveled libraries were particularly critical for our EL students as it gave them access to high interest texts at their reading levels. For example, a third grade class might have 5-6 books on earthquakes at various Lexile levels. This allows our ELs to access material on their reading level and still participate in class-wide discussions on a topic. Actual expenditures were greater than budgeted as RFZ's Online Learning Program expenses were greater than initially anticipated.	$154,898 (Other)

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Scope of service:	School-wide		Scope of service:	School-wide	
__ALL			__ALL		
OR: __Low Income pupils __x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
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)		$20,975 (Other)	RFZ continues to partner with Project GLAD to ensure all teachers are trained on the GLAD strategies for ELD instruction and are familiar with the new ELD framework developed by the CDE. These practices are embedded in all parts of instruction so that the 54% of RFZ students who are ELs always engage in appropriate and accessible instruction. Rocketship Fuerza provides GLAD training to any new staff members who have not already attended the 6 day training. RFZ had many staff members with previous GLAD training and therefore stayed under budget in this area.		$13,077
Scope of service:	School-wide		Scope of service:	School-wide	
__ALL			__ALL		
OR: __Low Income pupils __x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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		$150,212 (Other)	RFZ reduced class size from Rocketship's standard class size by an average of 2 students per class. We accomplished this by admitting fewer new students to Rocketship Fuerza. This has resulted in more		$267,278 (Other)

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

personalized attention for students, more targeted small group groupings and created less congestion during peak events such as the morning launch ritual, hallway transitions, lunch, recess and enrichment. This has reduced friction between students and we have seen fewer instances of misbehavior during these times.

RFZ is committed to maintaining class size reductions in the 2015-16 school year. The budgetary impact was much greater than projected; we have updated our 2015-16 budget to reflect this need.

Scope of service:	School-wide

__ALL

OR:
__Low Income pupils _x_English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

Scope of service:	School-wide

__ALL

OR:
__Low Income pupils _x_English Learners
__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After heavily investing in curricular resources in 2014-15, RFZ is reducing expenditures in core curriculum and libraries and reallocating more funds towards talent-driven allocations such as support staff. While RFZ believes in the quality and efficacy of the curricula they've purchased, they now have a strong foundation from which teachers can build and do not need to continue to make massive investments in new programs.

Rocketship continues to see great benefits from our partnership with Project GLAD for ELD training for teachers. Our teachers regularly cite this as highly influential to their daily practices in the classroom and their growth as professionals. We will continue to invest in GLAD training for new staff and invest our time in deepening our understanding of the ELD framework. The implementation of this ELD framework as well as the launch of the Habits of Discussion initiative has greatly benefitted ELs in their ability to communicate with peers and share their own understandings with the class.

The combination of increased support staff and fewer students has resulted in a happier and safer school environment where each student receives greater personal attention. Key events such as passing periods, lunch, and recess run more smoothly as these spaces are less congested, each student has more personal space, and each student is keenly aware that there's a support staff member close by to monitor their activity. This has greatly reduced "opportunistic misbehavior" that typically occurs when many students are gathered in one space.

For our EL students, reduced class size also means they receive more personalized attention from their teachers, including more frequent

	guided reading and skills-based small group sessions and more 1:1 support during writing workshop conferences. Parents have noticed these improvements and 67% of them voted to continue maintaining class size reductions as a priority in the 2015-16 school year. Our teachers similarly note that they are better able to reach all students in their classes and have had fewer classroom disruptions since class size reductions took effect. 85% of teachers voted to invest LCFF funds in maintaining class size reductions. Given this emphatic response, RFZ will continue to invest in this area for the following school year.

Original GOAL from prior year LCAP:	E. Parents and children are engaged and committed to their education Metrics: (i) Frequency of Parent-teacher conferences (ii) Frequency of community meetings (iii) Parents are satisfied with the relationship with their child's teachers [survey] (iv) School ADA (v) % of Chronic absenteeism (missing 18+ days of school)	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Rocketship Fuerza
	Applicable Pupil Subgroups:	*All Students*

Expected Annual Measurable Outcomes:	(i) School holds conferences 3x / year (ii) School holds at least 4 meetings per year (iii) 70% of parents (iv) Maintain at least 95% ADA (v) Decrease 1% point or maintain rate below 3%	Actual Annual Measurable Outcomes:	(i) 2 have occurred so far; the last is scheduled for June 2015 (ii) RFZ has held 8 community meetings as of April 2015 (iii) 87% of parents (iv) 97.30% as of April 2015 (v) 2.03% as of April 2015

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent involvement is critical to the academic success of Rocketship Fuerza students and the overall success of RFZ. Rocketship Fuerza 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 Fuerza. • **Parent volunteers.** Rocketship Fuerza parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RFZ 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.	$6,580 (Other)	Rocketship Fuerza has a robust parent engagement program. RFZ provides frequent opportunities for parents to engage with school staff. Thus far in 2014-15, RFZ has hosted 8 community meetings, back to school nights, literacy night, movie night, exhibition nights, and multiple rounds of parent conferences. In this way, RFZ encourages frequent connection of families to staff, families to each other, and the school community to the greater neighborhood community. Parents frequently lead these efforts along with school staff, thereby building their own skills as community leaders. RFZ has spent more than was originally projected on this budget allocation. Funds have been used for refreshments at community meetings, programming during many evening events and parent appreciation gifts. RFZ also pioneered a new parent advocacy program, which required an additional investment of funds.	$21,036 (Other)

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

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

Enrichment Coordinators
Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our Special Education students, this can be an especially motivating and engaging portion of their day.

Budget Allocation: Enrichment Coordinators

$121,805 (Supplemental and Concentration Funding)

Rocketship Fuerza offered a variety of enrichments in 2014-15 including physical education, Spanish, music and dance. Having additional enrichment coordinators not only adds greater variety and creates a more well-rounded learning experience for students, but it also means each enrichment center has fewer students. This ensures that all students receive adequate attention and that students are safe at all times. This has been particularly critical where physical education is concerned. Students also report being more engaged due to the variety of enrichment courses.

$103,060 (Supplemental and Concentration Funding)

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

Increase Field Trip Budget
Field Trips provide an important opportunity to both deepen students'

$33,000 (Supplemental and

RFZ students have taken a number of fieldtrips including class trips to

$33,000 (Supplemental and

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	Concentration Funding)	local museums and colleges. Our fourth graders also take a multi-day overnight trip to Vida Verde for science camp. This is the highlight of the year as students bond with each other and their teachers and apply science content to new real-world scenarios. For many of our students, this trip is often the first time they spend significant time away from their homes, preparing them for middle school the following year. RFZ used its entire budget allocation to fund these trips. Student and families made up the remainder through personal contributions and fundraising.	Concentration Funding)

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Rocketship Fuerza intends to maintain many of the same parent engagement strategies we've used in the 2014-15 school year. We are working closely with the Rocketship network team to develop a new program to supplement our existing practices. Fuerza has already begun to partner with the Director of Parent Leadership to build community organizing and advocacy skills in a core group of committed parent leaders. We believe this work has had an immediate positive impact on our community and ensures that our parents continue to advocate for their students as they progress to middle school and beyond. We plan to maintain three enrichment coordinators at RFZ next year and are working with parents, students and staff to determine which courses in addition to physical education are of greatest interest and need for our students. We believe this added variety will help continue to engage students year over year. We do not have any planned changes to our fieldtrip program for the following year. Our students, parents and staff enjoy these events as they currently exist and have been able to make up the difference between the budget allocation and actual costs through fundraising and personal means. We believe this fundraising component is important to maintain as it helps teach our Rocketeers to work hard for their goals and appreciate these trips.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$ 971,248

Rocketship Fuerza is located in Alum Rock School District where the enrollment of unduplicated pupils is above 55%. As a result, RFZ qualifies for supplemental and concentration funding. RFZ is expected to have an unduplicated pupil population of 91%. RFZ's estimated supplemental and concentration grant for 2015-16 is expected to be $971,248. Rocketship Fuerza plans to expend these funds on maintaining class size reduction, funding the Business Operations Manager position and additional support staff, investing in classroom supplies and student computers, maintaining a third enrichment coordinator and subsidizing the cost of student field trips.

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 concentration and supplemental funds, while school-wide initiatives, are particularly beneficial for Rocketship Fuerza's unduplicated population as follows:

- **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.

- **Business Operations Manager.** The BOM oversees the daily operations of the school and oversees key processes such as breakfast, lunch, arrival and dismissal. As such, the BOM interacts with all students and families at the school and therefore plays a critical role in setting and upholding the

culture of the school. The BOM is also responsible for maintaining the safety and positive culture of all common spaces. All students, including unduplicated students, benefit from a school environment that is safe, welcoming, and efficiently run.

- **Office Manager.** The OM interacts with all students and families at the school and is at the center of coordinating all parent outreach and communication, including our parent volunteer program, community meetings, and school events. The OM also coordinates many translation services at the campus, ensuring that our unduplicated students and their families all have access to timely, relevant, and accessible information about their child's progress and the running of the school.

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

- **Student computers.** 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 investment in new and replacement devices will ensure that all unduplicated students have access to functioning properly at all times.

- **Instructional supplies.** We provide many instructional supplies to students who are not able to afford these items for themselves. In addition, we use these funds to purchase classroom supplies such as math manipulatives and materials for art class, which allow our unduplicated students to enjoy a rich learning experience that includes many modes of learning.

- **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.

> • **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.

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

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

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23 %

Fuerza's concentration and supplemental grant expenditures in 2014-15 is expected to be $376,642. The estimated supplemental and concentration grant funding for RFZ in 2015-16 is estimated to be $971,248 which is a 158% increase from this year or $594,606 in additional funding for our unduplicated pupils. Services for unduplicated students must increase by 23%.

Maintaining class size reduction is the primary contributor in increased services as a result of increased funding. With the increased LCFF funding, class size ratios have been decreased to an average of 28:1. We will maintain this 28:1 ratio. Rocketship Fuerza'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. In addition, the investments in instructional supplies, computers and field trips will be of particular benefit to our unduplicated population as these students will have access to materials and experiences to which they otherwise would not have access.

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

   (2) The total number of cohort members.

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

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

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

   (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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