

**Title 5. EDUCATION**

**Division 1. California Department of Education**

**Chapter 14.5. Local Control Funding Formula**

**Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template**

**Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants**

**§ 15494. Scope.**

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

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.

**§ 15495. Definitions.**

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups 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.

17  
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  
15 6312.

## § 15497.5. Local Control and Accountability Plan and Annual Update

### Introduction:

LEA: Rocketship Mateo Sheedy (RMS)

Contact (Name, Title, Email, Phone Number): Jason Fromoltz, Principal, [jfromoltz@rsed.org](mailto:jfromoltz@rsed.org), (408)828-6844 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																						
<p>Rocketship Mateo Sheedy’s LCAP was developed with input from multiple stakeholders, including Rocketship Mateo Sheedy’s school leadership team, staff, families, students, and Rocketship Education’s Network staff and board. The details of this engagement and the impact on the LCAP plan are explained to the right.</p> <p>The LCAP is grounded in the school’s specific context including its student population, instructional program, and community priorities.</p> <p>Rocketship Mateo Sheedy opened in August 2007 as the first Rocketship campus with grades kindergarten through second. The campus originally opened under the name “Rocketship One” inside a San Jose church and soon relocated to its permanent campus on Locust Street in downtown San Jose. It expanded to grade 5 in the 2009-10 school year.</p> <table border="1" data-bbox="107 685 1031 1149"> <thead> <tr> <th colspan="2">Rocketship Mateo Sheedy Fast Facts (as of April 2015):</th> </tr> </thead> <tbody> <tr> <td>Enrollment</td> <td>617</td> </tr> <tr> <td>FRL Population</td> <td>80.58%</td> </tr> <tr> <td>EL Population</td> <td>54.37%</td> </tr> <tr> <td>Special Education Population</td> <td>4.85%</td> </tr> <tr> <td colspan="2">Population by Ethnicity (as of April 2015):</td> </tr> <tr> <td colspan="2">Asian: 3.24%</td> </tr> <tr> <td colspan="2">African-American: 6.48%</td> </tr> <tr> <td colspan="2">Hispanic: 87.20%</td> </tr> <tr> <td colspan="2">White: 1.78%</td> </tr> <tr> <td colspan="2">Other: 1.30%</td> </tr> </tbody> </table> <p>Given the majority FRL and EL population, Rocketship Mateo Sheedy’s instructional program is built around these subgroups. Our core academic model is specifically designed around ELD principles and in recognition that incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design (GLAD), small group instruction and differentiation to meet the needs of all students in their classrooms. As outlined in Rocketship Mateo Sheedy’s charter, the key instructional practices include:</p>	Rocketship Mateo Sheedy Fast Facts (as of April 2015):		Enrollment	617	FRL Population	80.58%	EL Population	54.37%	Special Education Population	4.85%	Population by Ethnicity (as of April 2015):		Asian: 3.24%		African-American: 6.48%		Hispanic: 87.20%		White: 1.78%		Other: 1.30%		<p>Rocketship Mateo Sheedy provides regular opportunities for parents to give input on the running of their school. These opportunities include, but are not limited to, monthly coffee chats with Principal Fromoltz, community meetings, and 1:1 meetings with the school leadership team.</p> <p>In all of these engagement opportunities, RMS encourages parents to comment on the strengths they see in the school and any operational or instructional concerns they may have, which in turn influence the school’s plans for LCFF investments.</p> <p>In addition to these regular engagement channels, RMS held in-person community meetings on March 3, 2015 and March 4, 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, African-American, and Special Education student subgroups, attended the meeting.</p> <p>To provide the opportunity for all school stakeholders’ voices to be heard, even those who could not attend these in person meetings, Rocketship developed a survey (which was available in English, Spanish, and Vietnamese to reflect our student/family population) with all parents. The survey asked parents to indicate their preferences regarding to which services or resources Rocketship Mateo Sheedy should allocate LCFF funds. To encourage parent responses, 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.</p> <p>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</p>
Rocketship Mateo Sheedy Fast Facts (as of April 2015):																							
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- **Personalization.** Students receive targeted small group instruction through core strategies such as guided reading, 1:1 and small group tutoring, and targeted reteaching groups.
- **Blended Learning.** Students benefit from access to adaptive online curriculum that provides them content at or slightly above their skill level, as well as the integration of technology into the classroom for project and writing work.
- **Data driven instruction.** RMS uses a variety of benchmark, formative and summative assessments to continually ensure that students are making progress towards mastery of the CCSS and receiving instruction that is targeted towards their needs. Teachers gather for quarterly professional development “data days” to analyze the interim assessment data.
- **Response to Intervention (Rti).** The Rti framework organizes all of our academic initiatives at RMS. Rti is an ongoing process of using student data to make 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. RMS uses AIMSweb to regularly monitor progress of all students receiving Tier II or Tier III interventions.
- **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.

**Core Values:** Rocketship Mateo Sheedy operates with four core values: respect, responsibility, empathy and persistence. These core values are reinforced in all aspects of Rocketeers’ school day, whether they’re participating in a core value read aloud, earning “rockets” for demonstrating core values or sharing their core value grades with their parents during report card season.

**Parent Engagement:** A core component of Rocketship’s theory of action is that parents are essential to the academic success of their student. Through outreach efforts such as conferences, home visits, and community meetings, Rocketship Mateo Sheedy creates a community and fosters parent engagement as a critical element of a Rocketeer’s success.

operational and support staff, to solicit their preferences regarding how to allocate LCFF funds and which services Rocketship Mateo Sheedy 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 Mateo Sheedy’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 through fifth 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 Rocketship Mateo Sheedy will allocate LCFF funds. These services are explained in full in the below sections of the LCAP. Rocketship Mateo Sheedy’s preferred uses for LCFF funds included:

- maintaining class size reductions (favored by 82% of parents)
- investing in instructional supplies to ensure students have access to high-quality materials (favored by 67% of parents)
- adding additional support staff (favored by 62% of parents)
- maintaining a third enrichment coordinator (59% of staff)

Maintaining class size reduction was also a chief priority for RMS staff. 100% of surveyed staff indicated this was their top priority for LCFF funds.

**Annual Update:**

Rocketship Mateo Sheedy welcomed a new principal, Jason Fromoltz, in 2014-15. Jason Fromoltz was formerly a teacher at RMS and the community welcomed his return and the staff rallied around a new vision for the school. The campus increased its teacher coaching capacity, providing even more support to teachers and developed new systems to improve the safety and efficacy of core processes such as arrival and dismissal.

RMS achieved an 893 API in 2013-14. RMS was particularly proud that 100% of fourth graders were proficient or advanced in math. Nonetheless, RMS remains focused on moving more students to proficient and advanced by moving students out of the basic and lowest two quintiles.

Rocketship Mateo Sheedy recently underwent the charter renewal process and received SCCOE's approval to operate for another five years. Through this process, RMS parents continued to advocate for their school and shared their vision for investments that could improve the educational experience for students at RMS. The results of that engagement are included in the section to the right.

**Annual Update:**

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

- maintaining class size reductions
- increasing support staff
- increasing instructional supplies
- investing in new and replacement student computers
- conducting necessary building repairs
- maintaining a third enrichment coordinator

The sections below have been updated to reflect these new priority investments. Some of these, such as class size reduction, are consistent with 2014-15 investments. Parents and staff believed it was critical to maintain these investments. Others investments, such as student computers, have increased from previous levels to align 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?



<b>GOAL:</b>	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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local: Specify _____	
<b>Identified Need:</b>	With the transition to CCSS in full swing, it is essential that we are providing students with aligned curriculum and material. Rocketship Mateo Sheedy recently adopted a CCSS Math aligned curriculum and Writing program. These programs are in their first year of implementation. However, we must increase our classroom supplies of literature and technology to support students in mastering the CCSS and invest in science and social studies curricula.		
	<b>Metrics:</b> (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		
<b>Goal Applies to:</b>	<b>Schools:</b> Rocketship Mateo Sheedy <b>Applicable Pupil Subgroups:</b> All students		
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	(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		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
A-1. The Rocketship Mateo Sheedy curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Mateo Sheedy operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. For EL students, Rocketship Mateo Sheedy will provide additional small group instruction in both math and ELA in order to build	School-wide	___x___ ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$7,200 (Other)

<p>language acquisition and to pre-teach or preview content.</p> <p>Budget Allocation: Core Curriculum</p>			
<p>A-2. To ensure that our students are ready for success on the CAASPP, Rocketship Mateo Sheedy transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks are 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.</p> <p>Budget Allocation: Assessment Software &amp; Materials</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$22,195 (Other)</p>
<p>A-3. Special Education students may also participate in additional assessments as appropriate. These include psycho-educational assessments, speech-language assessments and occupational therapy assessments.</p> <p>Budget Allocation: Special Education Assessments</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)___special ed_____</p>	<p>\$356 (Other)</p>
<p>A-4. Rocketship Mateo Sheedy students access 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.</p> <p>All Rocketship Mateo Sheedy teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science classrooms.</p> <p>Budget Allocation: Certification Costs</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,410 (Other)</p>

<p>A-5. The Special Education staff at Rocketship receives additional credentials and authorizations specific to their role, including autism authorizations. These staff members also receive specialized professional development to meet the specific and unique demands of their positions.</p> <p>Budget Allocation: Special Education Certification and Professional Development</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>special ed</u></p>	<p>\$571 (Other)</p>
<p>A-6. Special Education students may need additional supports to access core curriculum and fully participate in all courses. Rocketship will provide additional staffing as needed to meet students’ needs, including adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists.</p> <p>Budget Allocation: Consultants</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>special ed</u></p>	<p>\$7,108 (Other)</p>
<p><b>A-7. Increase classroom libraries that align to Common Core</b></p> <p>Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on guided reading and close reading of texts. 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.</p> <p>Budget Allocation: Classroom Libraries</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$21,060 (Other)</p>
<p><b>A-8. Increase instructional supplies that assist in the instruction of Common Core</b></p> <p>Rocketship Mateo Sheedy has invested in Common Core aligned materials for Math and ELA. With our Math curricula we will focus on teaching math reasoning and logical thinking as well as emphasizing visual learning as a way to help students deeply understand the conceptual underpinnings behind mathematical algorithms. Our ELA curricula supports 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</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$27,320 (Supplemental Funding)</p>

<p>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.</p> <p>Budget Allocation: Instructional Supplies</p>			
<p>A-9. Special Education students may require additional materials to receive their qualifying services. Rocketship will provide appropriate instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials.</p> <p>Budget Allocation: Special Education Supplies</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>special ed</u></p>	<p>\$2,076 (Other)</p>
<p>A-10. Increase technology support In order to better leverage technology to address the Common Core and technical skills required in the writing and speaking &amp; listening portions of the new standards, Rocketship Mateo Sheedy will continue to increase 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. These funds will be used to replace broken devices and improve our student-to-computer ratios.</p> <p>Budget Allocation: Student Computer Equipment</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$50,853 (Supplemental Funding)</p>
<p>A-11. Students with IEPs will utilize additional technology as appropriate, including augmentative communication supports and tablets. These devices ensure students are able to effectively participate in learning activities by leveraging technology to mediate their learning.</p> <p>Budget Allocation: Special Education Software and Technology</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>special ed</u></p>	<p>\$4,179 (Other)</p>

<p>A-12. In addition to increasing student computer equipment, RMS will continue to invest in support to ensure that the technology is working smoothly for students.</p> <p>Budget Allocation: Technology Support</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$29,700 (other)</p>
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**LCAP Year 2: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>(i) School provides standards-aligned instructional materials with focus on non-fiction and vocabulary study in social studies</p> <p>(ii) School provides standards-aligned professional development with focus on non-fiction and vocabulary study in social studies</p> <p>(iii) 100% of full-time teachers have appropriate credentials</p>
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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>A-1. The Rocketship Mateo Sheedy curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Mateo Sheedy operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students.</p> <p>Budget Allocation: Core Curriculum</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$7,200 (Other)</p>
<p>A-2. To ensure that our students are ready for success on the CAASPP, Rocketship Mateo Sheedy transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks are 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.</p> <p>Budget Allocation: Assessment Software &amp; Materials</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$22,195 (Other)</p>

<p>A-3. Special Education students may also participate in additional assessments as appropriate. These include psycho-educational assessments, speech-language assessments and occupational therapy assessments.</p> <p>Budget Allocation: Special Education Assessments</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>special ed</u></p>	<p>\$363 (Other)</p>
<p>A-4. Rocketship Mateo Sheedy students access 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.</p> <p>All Rocketship Mateo Sheedy teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science classrooms.</p> <p>Budget Allocation: Certification Costs</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$25,410 (Other)</p>
<p>A-5. The Special Education staff at Rocketship receives additional credentials and authorizations specific to their role, including autism authorizations. These staff members also receive specialized professional development to meet the specific and unique demands of their positions.</p> <p>Budget Allocation: Special Education Certification and Professional Development</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>special ed</u></p>	<p>\$583 (Other)</p>
<p>A-6. Special Education students may need additional supports to access core curriculum and fully participate in all courses. Rocketship will provide additional staffing as needed to meet students’ needs, including adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists.</p> <p>Budget Allocation: Consultants</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>special ed</u></p>	<p>\$7,251 (Other)</p>

<p><b>A-7. Increase classroom libraries that align to Common Core</b>                  Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on guided reading and close reading of texts. 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.</p> <p>Budget Allocation: Classroom Libraries</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL                  -----                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$21,060                  (Other)</p>
<p><b>A-8. Increase instructional supplies that assist in the instruction of Common Core</b>                  Rocketship Mateo Sheedy has invested in Common Core aligned materials for Math and ELA. With our Math curricula we will focus on teaching math reasoning and logical thinking as well as emphasizing visual learning as a way to help students deeply understand the conceptual underpinnings behind mathematical algorithms. Our ELA curricula supports 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.</p> <p>Budget Allocation: Instructional Supplies</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL                  -----                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$27,320                  (Supplemental Funding)</p>
<p>A-9. Special Education students may require additional materials to receive their qualifying services. Rocketship will provide appropriate instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials.</p> <p>Budget Allocation: Special Education Supplies</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL                  -----                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>special ed</u>_____</p>	<p>\$2,117                  (Other)</p>

<p>A-10. Increase technology support In order to better leverage technology to address the Common Core and technical skills required in the writing and speaking &amp; listening portions of the new standards, Rocketship Mateo Sheedy will continue to increase 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. These funds will be used to replace broken devices and improve our student-to-computer ratios.</p> <p>Budget Allocation: Student Computer Equipment</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$29,493 (Supplemental Funding)</p>
<p>A-11. Students with IEPs will utilize additional technology as appropriate, including augmentative communication supports and tablets. These devices ensure students are able to effectively participate in learning activities by leveraging technology to mediate their learning.</p> <p>Budget Allocation: Special Education Software and Technology</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>special ed</u></p>	<p>\$4,263 (Other)</p>
<p>A-12. In addition to increasing student computer equipment, RMS will continue to invest in support to ensure that the technology is working smoothly for students.</p> <p>Budget Allocation: Technology Support</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$29,700 (other)</p>

**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>(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</p>		
<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>



<p>A-1. The Rocketship Mateo Sheedy curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Mateo Sheedy operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students.</p> <p>Budget Allocation: Core Curriculum</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$7,200 (other)</p>
<p>A-2. To ensure that our students are ready for success on the CAASPP, Rocketship Mateo Sheedy transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks are 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.</p> <p>Budget Allocation: Assessment Software &amp; Materials</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$22,195 (other)</p>
<p>A-3. Special Education students may also participate in additional assessments as appropriate. These include psycho-educational assessments, speech-language assessments and occupational therapy assessments.</p> <p>Budget Allocation: Special Education Assessments</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ special ed</p>	<p>\$370 (Other)</p>
<p>A-4. Rocketship Mateo Sheedy students access 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.</p> <p>All Rocketship Mateo Sheedy teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$25,410 (other)</p>

<p>classrooms.</p> <p>Budget Allocation: Certification Costs</p>			
<p>A-5. The Special Education staff at Rocketship receives additional credentials and authorizations specific to their role, including autism authorizations. These staff members also receive specialized professional development to meet the specific and unique demands of their positions.</p> <p>Budget Allocation: Special Education Certification and Professional Development</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>special ed</u></p>	<p>\$594 (Other)</p>
<p>A-6. Special Education students may need additional supports to access core curriculum and fully participate in all courses. Rocketship will provide additional staffing as needed to meet students’ needs, including adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists.</p> <p>Budget Allocation: Consultants</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>special ed</u></p>	<p>\$7,396 (Other)</p>
<p><b>A-7. Increase classroom libraries that align to Common Core</b></p> <p>Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on guided reading and close reading of texts. 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.</p> <p>Budget Allocation: Classroom Libraries</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$21,060 (other)</p>

<p><b>A-8. Increase instructional supplies that assist in the instruction of Common Core</b></p> <p>Rocketship Mateo Sheedy has invested in Common Core aligned materials for Math and ELA. With our Math curricula we will focus on teaching math reasoning and logical thinking as well as emphasizing visual learning as a way to help students deeply understand the conceptual underpinnings behind mathematical algorithms. Our ELA curricula supports 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.</p> <p>Budget Allocation: Instructional Supplies</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$27,320 (Supplemental Funding)</p>
<p>A-9. Special Education students may require additional materials to receive their qualifying services. Rocketship will provide appropriate instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials.</p> <p>Budget Allocation: Special Education Supplies</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>special ed</u></p>	<p>\$2,160 (Other)</p>
<p>A-10. Increase technology support</p> <p>In order to better leverage technology to address the Common Core and technical skills required in the writing and speaking &amp; listening portions of the new standards, Rocketship Mateo Sheedy will continue to increase 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. These funds will be used to replace broken devices and improve our student-to-computer ratios.</p> <p>Budget Allocation: Student Computer Equipment</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$29,493 (Supplemental Funding)</p>

<p>A-11. Students with IEPs will utilize additional technology as appropriate, including augmentative communication supports and tablets. These devices ensure students are able to effectively participate in learning activities by leveraging technology to mediate their learning.</p> <p>Budget Allocation: Special Education Software and Technology</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>special ed</u></p>	<p>\$4,348 (Other)</p>
<p>A-12. In addition to increasing student computer equipment, RMS will continue to invest in support to ensure that the technology is working smoothly for students.</p> <p>Budget Allocation: Technology Support</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$29,700 (other)</p>

<p><b>GOAL:</b></p>	<p>B. School environment will be safe and welcoming for all students</p>	<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__                  COE only: 9__ 10__                  Local: Specify _____</p>
<p><b>Identified Need:</b></p>	<p>In order to be ready to learn, students need to know they are in a safe environment. While Rocketship Mateo Sheedy has a strong foundation in positive behavioral practices, including implementation of Tier I and Tier II 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 seek to improve student safety practices associated with heavy trafficked times such as pick up and drop off.</p> <p><b>Metrics:</b>                  (i) Suspension rates                  (ii) Expulsion rates                  (iii) Parents believe school is a safe place for their children                  (iv) 3<sup>rd</sup>-5<sup>th</sup> grade students believe school is a safe environment to learn</p>	
<p><b>Goal Applies to:</b></p>	<p><b>Schools:</b></p>	<p>Rocketship Mateo Sheedy</p>
	<p><b>Applicable Pupil Subgroups:</b></p>	<p>All Students</p>
<p><b>LCAP Year 1: 2015-16</b></p>		

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 Mateo Sheedy works to establish a safe school environment through the use of a Positive Behavior Interventions and Supports (PBIS) system. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. RMS has implemented Tier I and Tier II behavioral supports and will expand to Tier III behavioral services to mirror our three tiers of academic supports.  Budget Allocation: RTI Curriculum	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$65,700 (Supplemental Funding)
B-3. <b>Increase support staff (arrival, dismissal, hourly)</b> 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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$160,539 (Supplemental Funding)
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable	(i) Rate below norm for schools with similar populations (ii) <1%		

<b>Outcomes:</b>		(iii) 95% or Baseline + 4% points (whichever is lower) (iv) 95% or Baseline + 4% points (whichever is lower)		
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>B-1. Rocketship Mateo Sheedy works to establish a safe school environment through the use of a Positive Behavior Interventions and Supports (PBIS) system. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. RMS has implemented Tier I and Tier II behavioral supports and will expand to Tier III behavioral services to mirror our three tiers of academic supports.</p> <p>Budget Allocation: RTI Curriculum</p>		School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$1,800 (Other)
<p>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.</p> <p>Budget Allocation: Building Repairs</p>		School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$48,080 (Supplemental Funding)
<p><b>B-3. Increase support staff (arrival, dismissal, hourly)</b></p> <p>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.</p> <p>Budget Allocation: Support Staff Salaries</p>		School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$148,543 (Supplemental Funding)
<b>LCAP Year 3: 2017-18</b>				
<b>Expected Annual Measurable Outcomes:</b>		(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
<p>B-1. Rocketship Mateo Sheedy works to establish a safe school environment through the use of a Positive Behavior Interventions and Supports (PBIS) system. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. RMS has implemented Tier I and Tier II behavioral supports and will expand to Tier III behavioral services to mirror our three tiers of academic supports.</p> <p>Budget Allocation: RTI Curriculum</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,800 (Other)</p>
<p>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.</p> <p>Budget Allocation: Building Repairs</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$48,080 (Supplemental Funding)</p>
<p><b>B-3. Increase support staff (arrival, dismissal, hourly)</b> 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.</p> <p>Budget Allocation: Support Staff Salaries</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$150,028 (Supplemental Funding)</p>

<b>GOAL:</b>	C. Improve proficiency in key content areas, overall and for key subgroups	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	While Rocketship Mateo Sheedy has performed well in comparison to neighboring schools with similar demographics, historically not all students have achieved proficiency. In particular, there is a subset of students who persistently perform in the Below Basic or Far Below Basic quintiles. We expect this will continue with the new CAASPP performance indicators. 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.  <b>Metrics:</b> (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		
<b>Goal Applies to:</b>	<b>Schools:</b> Rocketship Mateo Sheedy  <b>Applicable Pupil Subgroups:</b>	All Students EL students SPED students SED students	
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	(i) Baseline +1 (ii) Baseline +1 (iii) Baseline +1 (iv) Baseline +1		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
C-1. As described in support of Goal A above, Rocketship Mateo Sheedy’s instructional model is grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RMS’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our 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	School-wide	___x___ ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$51,053 (Other)



<p>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.</p> <p>Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention</p>			
<p>C-2. Students in Special Education and those receiving Tier III interventions will have access to additional curriculum to support reading comprehension, phonics and phonemic awareness, writing and mathematical comprehension. For our English Learners who are also in Special Education, these Tier III supports will advance their English Language Development.</p> <p>Budget Allocation: Special Education Curriculum</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Ed</u></p>	<p>\$1,841 (Other)</p>
<p>C-3. 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 Rtl 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.</p> <p>Budget Allocation: Staff Training (GLAD)</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$17,308 (Other)</p>
<p>C-4. Similarly, in Rtl, students that are struggling due to language proficiency will be participating in intervention activities that are specifically focused on decoding and comprehension. These activities may include comprehensive activities that explicitly and systematically</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>\$1,800 (Other)</p>

<p>build English language skills during reading instruction. There are interventions that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills. By introducing these skills in isolation and practicing them in context, students are better able to move through the language proficiency categories.</p> <p>Budget Allocation: RTI Curriculum</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><b>C-5. Maintain Class Size Reduction</b>                  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.</p> <p><b>Budgetary Impact:</b> Maintain Class Size Reduction</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL                  -----                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$308,021                  (Supplemental Funding)</p>

**LCAP Year 2: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>(i) Baseline +2                  (ii) Baseline +3                  (iii) Baseline +2                  (iv) Baseline +3</p>		
<p align="center"><b>Actions/Services</b></p> <p>C-1. As described in support of Goal A above, Rocketship Mateo Sheedy’s instructional model is grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RMS’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. All students, including our Special Education students, access and benefit from this instructional model as Rocketship</p>	<p align="center"><b>Scope of Service</b></p> <p>School-wide</p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p> <p><input checked="" type="checkbox"/> ALL                  -----                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p align="center"><b>Budgeted Expenditures</b></p> <p>\$51,053                  (Other)</p>

<p>Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our Rtl 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.</p> <p>Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention</p>			
<p>C-2. Students in Special Education and those receiving Tier III interventions will have access to additional curriculum to support reading comprehension, phonics and phonemic awareness, writing and mathematical comprehension. For our English Learners who are also in Special Education, these Tier III supports will advance their English Language Development.</p> <p>Budget Allocation: Special Education Curriculum</p>	<p>School-wide</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  x</u> Other Subgroups:(Specify) <u>  </u>Special Ed</p>	<p>\$1,878 (Other)</p>
<p>C-3. 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 Rtl 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.</p> <p>Budget Allocation: Staff Training (GLAD)</p>	<p>School-wide</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  x</u> English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify) _____</p>	<p>\$17,308 (Other)</p>

<p>C-4. Similarly, in RtI, students that are struggling due to language proficiency will be participating in intervention activities that are specifically focused on decoding and comprehension. These activities may include comprehensive activities that explicitly and systematically build English language skills during reading instruction. There are interventions that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills. By introducing these skills in isolation and practicing them in context, students are better able to move through the language proficiency categories.</p> <p>Budget Allocation: RTI Curriculum</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify)_____</p>	<p>\$1,800 (Other)</p>
<p><b>C-5. Maintain Class Size Reduction</b> 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.</p> <p><b>Budgetary Impact:</b> Maintain Class Size Reduction</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$263,024 (Supplemental Funding)</p>
<p><b>LCAP Year 3: 2017-18</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>(i) Baseline +4 (ii) Baseline +5 (iii) Baseline +4 (iv) Baseline +5</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>C-1. As described in support of Goal A above, Rocketship Mateo Sheedy’s instructional model is grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RMS’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our Rtl 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.</p> <p>Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$51,053 (Other)</p>
<p>C-2. Students in Special Education and those receiving Tier III interventions will have access to additional curriculum to support reading comprehension, phonics and phonemic awareness, writing and mathematical comprehension.</p> <p>Budget Allocation: Special Education Curriculum</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ Special Ed</p>	<p>\$1,915 (Other)</p>
<p>C-3. 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 Rtl 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.</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$17,308 (Other)</p>

<p>In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings.</p> <p>Budget Allocation: Staff Training (GLAD)</p>			
<p>C-4. Similarly, in Rtl, students that are struggling due to language proficiency will be participating in intervention activities that are specifically focused on decoding and comprehension. These activities may include comprehensive activities that explicitly and systematically build English language skills during reading instruction. There are interventions that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills. By introducing these skills in isolation and practicing them in context, students are better able to move through the language proficiency categories.</p> <p>Budget Allocation: RTI Curriculum</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,800 (Other)</p>
<p><b>C-5. Maintain Class Size Reduction</b> 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.</p> <p><b>Budgetary Impact:</b> Maintain Class Size Reduction</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$273,650 (Supplemental Funding)</p>
<p><b>GOAL:</b></p>	<p>D. Build teacher capacity to support timely reclassification.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>

<b>Identified Need:</b>	With almost 55% of our students classified as EL, English Language Development is a critical and ongoing need at Rocketship Mateo Sheedy. 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.		
<b>Goal Applies to:</b>	<b>Metrics:</b> (i) Reclassification rate (ii) Annual progress on CELDT (AMAO 1)	<b>Schools:</b> Rocketship Mateo Sheedy	<b>Applicable Pupil Subgroups:</b> <i>EL students</i>
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	(i) Avg rate +1% point (ii) Avg rate +1% point		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>D-1. As described in support of Goal A above, Rocketship Mateo Sheedy’s instructional model is grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RMS’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefit 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.</p> <p>Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention</p>	School-wide	___ALL ----- OR: ___Low Income pupils ___x_English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	See C-1
<p>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</p>	School-wide	___ALL ----- OR: ___Low Income pupils ___x_English Learners	See C-3

<p>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 Rtl 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.</p> <p>Budget Allocation: Staff Training (GLAD)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><b>D-3. Maintain Class Size Reduction</b>  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.</p> <p><b>Budgetary Impact:</b> Maintain Class Size Reduction</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL  -----  OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>See C-5</p>
<p><b>LCAP Year 2: 2016-17</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>(i) Avg rate +2% points  (ii) Avg rate +3% points</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>



<p>D-1. As described in support of Goal A above, Rocketship Mateo Sheedy’s instructional model is grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RMS’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our 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.</p> <p>Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>See C-1</p>
<p>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.</p> <p>Budget Allocation: Staff Training (GLAD)</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>See C-3</p>

<p><b>D-3. Maintain Class Size Reduction</b>                  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.</p> <p><b>Budgetary Impact:</b> Maintain Class Size Reduction</p>	School-wide	___ALL ----- OR: ___Low Income pupils ___x English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	See C-5
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**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	(i) Avg rate +3% point (ii) Avg rate +4% point		
<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>D-1. As described in support of Goal A above, Rocketship Mateo Sheedy’s instructional model is grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RMS’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our Rtl 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.</p> <p>Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention</p>	School-wide	___ALL ----- OR: ___Low Income pupils ___x English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	See C-1

<p>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 Rtl 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.</p> <p>Budget Allocation: Staff Training (GLAD)</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>See C-3</p>
<p><b>D-3. Maintain Class Size Reduction</b></p> <p>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.</p> <p><b>Budgetary Impact:</b> Maintain Class Size Reduction</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>See C-5</p>
<p><b>GOAL:</b></p>	<p>E. Parents and children are engaged and committed to their education</p>		<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_x 4__ 5_x 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>

<p><b>Identified Need:</b></p>	<p>We seek to increase engagement among parents and students alike. We view parents as critical partners in our work of educating students. Rocketship Mateo Sheedy has a number of effective parent engagement strategies, including regular community meetings, school council structure, and other opportunities to engage with school leadership and the broader community. We will continue to build upon these foundations. 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 opportunities can support this need.</p> <p><b>Metrics:</b></p> <ul style="list-style-type: none"> <li>(i) Frequency of Parent-teacher conferences</li> <li>(ii) Frequency of community meetings</li> <li>(iii) Parents are satisfied with the relationship with their child’s teachers [survey]</li> <li>(iv) School ADA</li> <li>(v) % of Chronic absenteeism (missing 18+ days of school)</li> </ul>		
<p><b>Goal Applies to:</b></p>	<p><b>Schools:</b></p>	<p>Rocketship Mateo Sheedy</p>	
	<p><b>Applicable Pupil Subgroups:</b></p>	<p>All students</p>	
<p><b>LCAP Year 1: 2015-16</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>(i) School holds conferences 3x / year</li> <li>(ii) School holds at least 5 meetings per year</li> <li>(iii) 74% of parents</li> <li>(iv) Maintain at least 95% ADA</li> <li>(v) Decrease 1% point or maintain rate below 3%</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>E-1. Parent involvement is critical to the academic success of Rocketship Mateo Sheedy students and the overall success of RMS. Rocketship Mateo Sheedy already has key strategies of parent engagement including:</p> <ul style="list-style-type: none"> <li>• <b>Parent leaders.</b> These individuals will help lead various activities at school as well as be key liaisons within the community</li> <li>• <b>School community events.</b> These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to Rocketship Mateo Sheedy.</li> <li>• <b>Parent volunteers.</b> Rocketship Mateo Sheedy parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RMS teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events.</li> </ul>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$7,520 (Other)</p>

<p>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 &amp; Material</p>			
<p><b>E-2. Enrichment Coordinators</b> 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</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$129,171 (Supplemental Funding)</p>
<p><b>E-3. Increase Field Trip Budget</b> 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</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$33,000 (Other)</p>

**LCAP Year 2: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>(i) School holds conferences 3x / year</li> <li>(ii) School holds at least 5 meetings per year</li> <li>(iii) 76% of parents</li> <li>(iv) Maintain at least 95% ADA</li> <li>(v) Decrease 1% point or maintain rate below 3%</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>E-1. Parent involvement is critical to the academic success of Rocketship Mateo Sheedy students and the overall success of RMS. Rocketship Mateo Sheedy already has key strategies of parent engagement including:</p> <ul style="list-style-type: none"> <li>• <b>Parent leaders.</b> These individuals will help lead various activities at school as well as be key liaisons within the community</li> <li>• <b>School community events.</b> These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to Rocketship Mateo Sheedy.</li> <li>• <b>Parent volunteers.</b> Rocketship Mateo Sheedy parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RMS teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events.</li> </ul> <p>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.</p> <p>Budget Allocation: Parent Appreciation &amp; Materials</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$7,520 (Other)</p>
<p><b>E-2. Enrichment Coordinators</b> 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.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$123,070 (Supplemental Funding)</p>

Budget Allocation: Enrichment Coordinators			
<p><b>E-3. Increase Field Trip Budget</b>                  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.</p> <p>Budget Allocation: Field Trips</p>	School-wide	<p><input checked="" type="checkbox"/> ALL                  -----                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$33,000 (Other)

**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>(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 3%</p>
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>E-1. Parent involvement is critical to the academic success of Rocketship Mateo Sheedy students and the overall success of RMS. Rocketship Mateo Sheedy already has key strategies of parent engagement including:</p> <ul style="list-style-type: none"> <li>• <b>Parent leaders.</b> These individuals will help lead various activities at school as well as be key liaisons within the community</li> <li>• <b>School community events.</b> These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to Rocketship Mateo Sheedy.</li> <li>• <b>Parent volunteers.</b> Rocketship Mateo Sheedy parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RMS teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events.</li> </ul>	School-wide	<p><input checked="" type="checkbox"/> ALL                  -----                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$7,520

<p>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</p> <p>Budget Allocation: Parent Appreciation &amp; Material</p>			
<p><b>E-2. Enrichment Coordinators</b>                  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.</p> <p>Budget Allocation: Enrichment Coordinators</p>	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$124,301 (Supplemental Funding)
<p><b>E-3. Increase Field Trip Budget</b>                  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.</p> <p>Budget Allocation: Field Trips</p>	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$33,000 (Other)

**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.

<b>Original GOAL from prior year LCAP:</b>	A. Students have access to Common Core standards aligned curriculum and technology and enroll in courses covering a broad array of content areas taught by appropriately assigned teachers	<b>Related State and/or Local Priorities:</b> 1 <u>x</u> 2 <u>x</u> 3__ 4__ 5__ 6__ 7 <u>x</u> 8__ COE only: 9__ 10__ Local : Specify _____	
<b>Goal Applies to:</b>	<b>Schools:</b> Rocketship Mateo Sheedy <b>Applicable Pupil Subgroups:</b> All Students		
<b>Expected Annual Measurable Outcomes:</b>	(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	<b>Actual Annual Measurable Outcomes:</b>	(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
<b>LCAP Year: 2014-15</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
A-1. The Rocketship Mateo Sheedy curriculum follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math "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 Mateo Sheedy operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students.  Budget Allocation: Core Curriculum	\$49,962 (Other)	Rocketship Mateo Sheedy 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, RMS adopted a set of signature math strategies aligned to the instructional shifts in the Common Core. Additionally, RMS 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 55% of students at RMS are English Language Learners. All of these students, as well as our special education and African-American subgroups had access to rigorous, personalized, Common Core-aligned instruction, with an emphasis on ELA and mathematics. As a result, RMS is on track to improve its performance from the previous year. This is true across subgroups.	\$31,740

		Actual expenditures were less than budgeted expenditures as RMS decided against purchasing individual Singapore Math workbooks for each student. Instead, RMS purchased a small number of workbooks and adapted the workbook materials as needed for whole group and small group instruction.	
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
A-2. To ensure that our students are ready for success on the CAASPP, Rocketship Mateo Sheedy 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	\$21,095 (Other)	Rocketship Mateo Sheedy 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.	\$22,481
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>A-3. Rocketship Mateo Sheedy students will be provided access to a broad array of content areas. Science and Social Studies instruction will be embedded in either Humanities or Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. 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.</p> <p>All Rocketship Mateo Sheedy teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science classrooms.</p> <p>Budget Allocation: Certification Costs</p>	<p>\$25,410 (Other)</p>	<p>As stated earlier, RMS invested in new math and writing programs to provide students with richer instruction in those content areas. Additionally, RMS 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.</p> <p>RMS also expanded its enrichment offerings to include physical education, art, and health.</p> <p>As of April 2015, 100% of Rocketship Mateo Sheedy teachers were highly-qualified.</p> <p>Certification costs were lower than the budgeted amount. This is because more incoming teachers came to RMS with clear credentials. Therefore, RMS did not need to spend the full amount allocated for certification costs.</p>	<p>\$19,225</p>
<p>Scope of service: School-wide</p>		<p>Scope of service: School-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><b>A-4. Increase classroom libraries that align to Common Core</b>                      Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different</p>	<p>\$27,900 (Other)</p>	<p>RMS purchased classroom library sets from Schoolwide, providing each literacy teacher with hundreds of 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</p>	<p>\$21,705</p>

<p>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.</p> <p>Budget Allocation: Classroom Libraries</p>		<p>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.</p> <p>Classroom libraries came in under budget as we were able to negotiate a price reduction with our vendor.</p>	
<p><b>Scope of service:</b></p>	<p>School-wide</p>	<p><b>Scope of service:</b></p>	<p>School-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                  Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><b>A-5. Increase instructional supplies that assist in the instruction of Common Core</b></p> <p>Rocketship Mateo Sheedy 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.</p> <p>Budget Allocation: Instructional Supplies</p>	<p>\$36,775 (Other)</p>	<p>Rocketship Mateo Sheedy 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, RMS adopted a set of signature math strategies aligned to the instructional shifts in the Common Core. Additionally, RMS 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.</p> <p>Close to 55% of students at RMS are English Language Learners. All of these students, as well as our special education and African-American subgroups had access to rigorous, personalized, Common Core-aligned instruction, with an emphasis on ELA and mathematics.</p> <p>In addition to this curriculum, RMS invested in additional supplies to support this learning, including math manipulatives to support student mastery of content from a concrete to a pictorial to a conceptual understanding of mathematics.</p> <p>This investment came in under budget. As such, we have recalculated the 15-16 need to be lower than the 14-15 projected need.</p>	<p>\$23,343</p>

<b>Scope of service:</b>	School-wide		<b>Scope of service:</b>	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p><b>A-6. Increase technology support</b></p> <p>In order to better leverage technology to address the Common Core and technical skills required in the writing and speaking &amp; listening portions of the new standards, Rocketship Mateo Sheedy will be increasing the number of computers in the classroom. In Humanities, this integration will focus heavily on the Common Core writing, research and communication standards. In math/science, this integration will focus on fact fluency, mathematical reasoning and justification and problem-solving.</p> <p>Budget Allocation: Student Computer Equipment</p>		\$37,508 (Other)	<p>Rocketship Mateo Sheedy purchased replacement computers to replace broken devices and purchased new Chromebooks for use in the classroom. These Chromebooks are used in a variety of ways including highly-personalized center activities powered by 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.</p> <p>Actual expenses were less than projected. RMS has a number of defunct devices that have yet to be replaced. Once those replacements occur, we expect that RMS will have used this entire budget allocation for the intended use of student computer equipment.</p>		\$30,172
<b>Scope of service:</b>	School-wide		<b>Scope of service:</b>	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>A-7. In addition to increasing student computer equipment, RMS will be making an investment in support to ensure that the technology is working smoothly for students.</p> <p>Budget Allocation: Technology Support</p>		\$29,700 (Other)	<p>As stated earlier, RMS transitioned to a computer-based, Common Core-aligned benchmark assessment provided by Key Data Systems. We experienced technical difficulties with having so many students simultaneously take a computerized benchmark. This required additional technical support, causing RMS to exceed its budget in this area.</p>		\$33,870

				Luckily, Rocketship Mateo Sheedy identified these technical difficulties early and invested in additional wireless capacity to facilitate the smooth administration of online assessments. This ensures that RMS is well-prepared for the CAASPP which will run under similar conditions.	
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Over the past two years, Rocketship Mateo Sheedy has invested a great deal of time and resources into fully-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 RMS has a strong curricular foundation, investment in curricula will drop significantly, from \$49,962 to \$7,200. We will invest more heavily in instructional supplies to ensure our students have access to high-quality and age-appropriate material. In addition, RMS 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 &amp; instructional strategies that support CCSS.</p>			
		<p>RMS has also seen great value in the addition of new technological devices in the classroom. 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.</p>			
		<p>We've also seen a great deal of support from students and parents around our increased 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. We will maintain our three enrichment offerings for the 2015-16 school year.</p>			
		<p>RMS has seen a rise in the number of Special Education students from 2014-15 to 2015-16. As a result, RMS will invest more heavily in services for Special Education students. This is reflected above in the Goals, Actions and Services section for LCAP Years 1-3.</p>			

<b>Original GOAL from prior year LCAP:</b>	B. School environment is safe and welcoming for all students  <b>Metrics:</b> (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) 3 <sup>rd</sup> -5 <sup>th</sup> grade students believe school is a safe environment to learn – Baseline (new survey question)	<b>Related State and/or Local Priorities:</b> 1_ <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__  Local : Specify _____	
<b>Goal Applies to:</b>	<b>Schools:</b> Rocketship Mateo Sheedy <b>Applicable Pupil Subgroups:</b> All Students		
<b>Expected Annual Measurable Outcomes:</b>	(i) Rate below norm for schools with similar populations (ii) <1% (iii) Baseline (new survey question) (iv) Baseline (new survey question)	<b>Actual Annual Measurable Outcomes:</b>	(i) 0.45% (compared to local elementary range of 0.87%-2.39%) (ii) 0% (iii) 91% (iv) 88%
<b>LCAP Year: 2014-15</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
B-1. Rocketship Mateo Sheedy will work 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	\$3,750 (Other)	Rocketship Mateo Sheedy launched Tier I behavioral supports in 2013-14 as part of an organization-wide Positive Behavioral Interventions and Supports (PBIS) initiative. In 2014-15, RMS launched Tier II behavioral supports. 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.  RMS exceeded its budget in this area due to additional Rtl curricula needs for Special Education and Learning Lab staff.	\$5,316
<b>Scope of service:</b>	School-wide	<b>Scope of service:</b>	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	



OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
B-2. We ensure that school facilities are in good repair through annual inspections aligned with state Office of Public School Construction Facilities Inspection tool.  Budget Allocation: Building Repairs		\$33,000 (Other)	RMS made a number of repairs and improvements to the school including new signage and parking lot structures to facilitate a smoother and safer arrival and dismissal procedure.  RMS exceeded its budget in this area due to unanticipated building repairs. As a result, this budget has been increased significantly for the 2015-16 school year now that we have a clearer picture of needed repairs to make RMS safe and welcoming to students.		\$49,314
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>B-3. Increase support staff (arrival, dismissal, hourly)</b> 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		\$117,071 (Supplemental Funding)	Additional support staff have been a critical investment at RMS, providing the necessary staffing for our universal breakfast program, lunch, arrival and dismissal. Support staff are 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.  RMS exceeded the allocation for this budget item. At times, RMS paid overtime hours to support staff, thereby driving up the cost of this budget line item. Next year, RMS has allocated significantly more dollars to support staff and is budgeting for many more support staff hours.		\$126,547
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The implementation of the wide Positive Behavioral Interventions and Supports (PBIS) initiative has had a significant positive impact at RMS. 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.</p> <p>We anticipate greater building repair needs in the upcoming school year. After seven years in the current building, there are a number of repairs needed to make the campus safe and welcoming to students. The 2015-16 budget reflects this priority.</p> <p>After many conversations with parents, staff and the network operations team, RMS 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.</p>		

Original GOAL from prior year LCAP:	C. Improve proficiency in key content areas, overall and for key subgroups	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__  Local : Specify _____
	<b>Metrics:</b> (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 Mateo Sheedy
	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
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
C-1. As described in support of Goal A above, Rocketship Mateo Sheedy’s instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RMS’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. In addition, our adaptive Online Learning Programs are able to adapt to each student’s level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students. Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention	\$98,596 (Other)	Rocketship Mateo Sheedy adopted a variety of new curricula in 2014-15. As outlined above, RMS 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, RMS 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.  RMS also invested in classroom leveled libraries for all literacy teachers on campus to provide students with higher quality and greater choice in their independent reading.  Actual expenditures were less than budgeted expenditures as RMS decided against purchasing individual workbooks students and in some cases decided to share curriculum across teachers until the school was satisfied with the quality of the curricula.	\$66,654

Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
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)		\$2,525 (Other)	RMS continues to partner with Project GLAD to ensure all teachers are trained on the GLAD strategies for ELD instruction and are familiar with the new ELD framework developed by the CDE. These practices are embedded in all parts of instruction so that the 55% of RMS students who are ELs always engage in appropriate and accessible instruction.  Rocketship Mateo Sheedy provides GLAD training to any new staff members who have not already attended the 6 day training. As RMS had a number of new staff in 2014-15, the campus exceeded its allocation for this budget item.		\$15,354
Scope of service:	School-wide		Scope of service:	School-wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
C-3. Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group		\$145,750 (Supplemental)	RMS reduced class sizes by an average of 2 students per class. We		\$301,568

<p>instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be reducing class sizes. This class size reduction will enable teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings.</p> <p><b>Budgetary Impact: Reduce Class Size</b></p>	<p>Funding)</p>	<p>accomplished this by admitting fewer new students and by refraining from backfilling departures in the upper grades. 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.</p> <p>RMS is committed to maintaining class size reductions in the 2015-16 school year.</p>		
<p>Scope of service:</p>	<p>School-wide</p>		<p>Scope of service:</p>	<p>School-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups Specify) _____</p>			<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>After heavily investing in curricular resources in 2013-14 and 2014-15, RMS is reducing expenditures in core curriculum and libraries and reallocating more funds towards talent-driven allocations such as support staff. While RMS 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.</p> <p>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.</p> <p>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 82% 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. 100% of teachers voted to invest LCFF funds in maintaining class size reductions. Given this emphatic response, RMS will continue to invest in this area for the following school year.</p>			

<b>Original GOAL from prior year LCAP:</b>	D. Build teacher capacity to support timely reclassification.  <b>Metrics:</b> (i) Reclassification rate (ii) Annual progress on CELDT (AMAO 1)	<b>Related State and/or Local Priorities:</b> 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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<b>Goal Applies to:</b>	<b>Schools:</b> Rocketship Mateo Sheedy	<b>Applicable Pupil Subgroups:</b> EL Students
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<b>Expected Annual Measurable Outcomes:</b>	(i) School baseline rate (ii) School baseline rate of CELDT progress	<b>Actual Annual Measurable Outcomes:</b>	(i) TBD (ii) TBD
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
D-1. As described in support of Goal A above, Rocketship Mateo Sheedy’s instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RMS’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our 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	See C-1	Rocketship Mateo Sheedy adopted a variety of new curricula in 2014-15. As outlined above, RMS 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, RMS 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.  RMS also invested in classroom leveled libraries for all literacy teachers on campus 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 less than budgeted expenditures as RMS	See C-1

		decided against purchasing individual workbooks students and in some cases decided to share curriculum across teachers until the school was satisfied with the quality of the curricula.		
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	
<p>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. Budget Allocation: Staff Training (GLAD)</p>		See C-3	<p>RMS continues to partner with Project GLAD to ensure all teachers are trained on the GLAD strategies for ELD instruction and are familiar with the new ELD framework developed by the CDE. These practices are embedded in all parts of instruction so that the 55% of RMS students who are ELs always engage in appropriate and accessible instruction. Additionally, RMS has developed a new habits of discussion initiative aimed at improving the collaborative, interpretive and productive modes of creating and conveying meaning as outlined in the CDE’s ELD framework.</p> <p>Rocketship Mateo Sheedy provides GLAD training to any new staff members who have not already attended the 6 day training. As RMS had a number of new staff in 2014-15, the campus exceeded its allocation for this budget item.</p>	See C-3
Scope of service:	School-wide	Scope of service:	School-wide	
__ALL		__ALL		

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>D-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 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.</p> <p><b>Budgetary Impact: Reducing Class Size</b></p>	See C-5	<p>RMS reduced class sizes by an average of 2 students per class. We accomplished this by admitting fewer new students and by refraining from backfilling departures in the upper grades. This has resulted in more personalized attention for students and more targeted small group groupings. For our EL students, this means more frequent small group instruction in word study, reading comprehension and math skills and more frequent conferences during writer’s workshop and independent work-time in their mathematics classes.</p> <p>It has also 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.</p> <p>RMS is committed to maintaining class size reductions in the 2015-16 school year.</p>	See C-5
Scope of service:	School-wide	Scope of service:	School-wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	<p>After heavily investing in curricular resources in 2013-14 and 2014-15, RMS is reducing expenditures in core curriculum and libraries and reallocating more funds towards talent-driven allocations such as support staff. While RMS 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.</p> <p>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</p>		



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 82% 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. 100% of teachers voted to invest LCFF funds in maintaining class size reductions. Given this emphatic response, RMS 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	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__
	<b>Metrics:</b> (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)	Local : Specify _____

Goal Applies to:	Schools: Rocketship Mateo Sheedy
	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) RMS has held 8 community meetings as of April 2015 (iii) 95% of parents (iv) 96.81% as of April 2015 (v) 2.27% as of April 2015
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
E-1. Parent involvement is critical to the academic success of Rocketship Mateo Sheedy students and the overall success of RMS. Rocketship Mateo Sheedy already has key strategies of parent engagement including: <ul style="list-style-type: none"> <li><b>Parent leaders.</b> These individuals will help lead various activities at school as well as be key liaisons within the community</li> <li><b>School community events.</b> These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to Rocketship Mateo Sheedy.</li> <li><b>Parent volunteers.</b> Rocketship Mateo Sheedy parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RMS teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance,</li> </ul>	\$7,910 (Other)	Rocketship Mateo Sheedy has a robust parent engagement program. RMS provides frequent opportunities for parents to engage with school staff. Thus far in 2014-15, RMS has hosted 8 community meetings, 8 parent coffees with the principal, back to school nights, science night, math night, literacy night, exhibition night and multiple rounds of parent conferences. The school has also hosted volunteer opportunities such as a school and community beautification day. In this way, RMS 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.	\$2,764
		RMS is currently under-budget for this allocation. Many parent appreciation items are purchased as end of year gifts and therefore are not yet reflected in the actuals.	

<p>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 &amp; Materials</p>			
<p><b>Scope of service:</b> School-wide</p>		<p><b>Scope of service:</b> School-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p><b>E-2. Enrichment Coordinators</b> 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</p>	<p>\$121,805 (Supplemental Funding)</p>	<p>Rocketship Mateo Sheedy offered a variety of enrichments in 2014-15 including physical education, art, and health. 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. RMS has experienced fewer accidents (i.e. students running into each other or falling down) since we have been able to add additional enrichment centers.</p>	<p>\$113,114 (Supplemental Funding)</p>
<p><b>Scope of service:</b> School-wide</p>		<p><b>Scope of service:</b> School-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p><b>E-3. Increase Field Trip Budget</b> Field Trips provide an important opportunity to both deepen students'</p>	<p>\$33,000</p>	<p>This year, RMS students have taken a number of fieldtrips including class</p>	<p>\$33,000</p>

<p>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.</p> <p>Budget Allocation: Field Trips</p>	<p>(Supplemental Funding)</p>	<p>trips to the aquarium, local museums, and zoo. Our fourth and fifth graders also take overnight trips. Our fourth graders attend Vida Verde for an overnight science trip. Our fifth graders take part in a week long science camp at Yosemite. 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.</p> <p>RMS used its entire budget allocation to fund these trips. Student and families made up the remainder through personal contributions and fundraising.</p>	<p>(Supplemental Funding)</p>
<p>Scope of service:</p>	<p>School-wide</p>	<p>Scope of service:</p>	<p>School-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Rocketship Mateo Sheedy 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. We will 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 will have an immediate positive impact on our community and will ensure that our parents continue to advocate for their students as they progress to middle school and beyond.</p> <p>We plan to maintain three enrichment coordinators at Rocketship Mateo Sheedy 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.</p> <p>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 \$33,000 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.</p>
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**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:	\$ <u>643,172</u>
<p>Rocketship Mateo Sheedy is located in San Jose Unified School District where the enrollment of unduplicated pupils is below 55%, and therefore RMS only qualifies for supplemental funding, not concentration funding. However, RMS serves a substantially different population of students and is expected to have close to 90% unduplicated pupil population. RMS’s estimated supplemental grant for 2015-16 is expected to be \$643,172. Rocketship Mateo Sheedy plans to expend these funds on increasing support staff, maintaining class size reduction, maintaining a third enrichment coordinator, increasing instructional supplies, increasing student computers and building repairs.</p> <p>While the district may have a lower unduplicated account, the majority of the school’s population is low income, where many of these school-wide initiatives will be a great benefit to these low income students. The use of supplemental funds, while school-wide initiatives, are particularly beneficial for Rocketship Mateo Sheedy’s unduplicated population as follows:</p> <ul style="list-style-type: none"> <li>• <b>Increased support staff.</b> 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.</li> <li>• <b>Class size reduction.</b> Rocketship Mateo Sheedy’s instructional model is built on the foundation of personalization. We believe that targeted small group instruction and 1:1 tutoring are the most effective ways to ensure that all students are moving towards proficiency. For our unduplicated</li> </ul>	

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.

- **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.
- **Building repairs.** Students need a safe and welcoming school environment that functions well so that staff's energy is put towards providing an excellent education and not towards mitigating challenges with the facility. By making strategic investments to repair malfunctioning equipment, our unduplicated students will enjoy a school that runs smoothly and efficiently and preserves time for instruction.
- **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.

15	%
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Rocketship Mateo Sheedy’s supplemental grant expenditures in 2014-15 is expected to be \$436,673. The estimated supplemental grant funding for RMS in 2015-16 is estimated to be \$643,172 which is a 47% increase from this year or \$206,499 in additional funding for our unduplicated pupils. This year’s supplemental grant is 19% of the LCFF base funding for 2015-16. Services for unduplicated students must increase by 15%.

Maintaining class size reduction is the primary contributor in increased services as a result of increased funding. In 2013-14 classes were taught at a ratio of approximately 30:1, however, with the increased LCFF funding, class size ratios have been decreased to an average of 28:1. We will maintain this 28:1 ratio. Rocketship Mateo Sheedy’s instructional model is built on the foundation of personalization. We believe that targeted small group instruction and 1:1 tutoring are the most effective ways to ensure that all students are moving towards proficiency. For our unduplicated population, and particularly our EL students, 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, our unduplicated students will receive a greater share of instructional supplies as they are less able to provide these items themselves or contribute to classroom supplies. Our students will benefit from having more materials available to them and more enriching learning experience. They will also benefit from our improved student to computer ratio. Students will have greater access to technology throughout the instructional day to facilitate personalized learning and drive independent learning. Many of our unduplicated students do not have access to such technology in their homes and therefore this increased access at school represents a significant benefit to our students.

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).