

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Mateo Sheedy Elementary

CDS Code: 43-10439-0113704

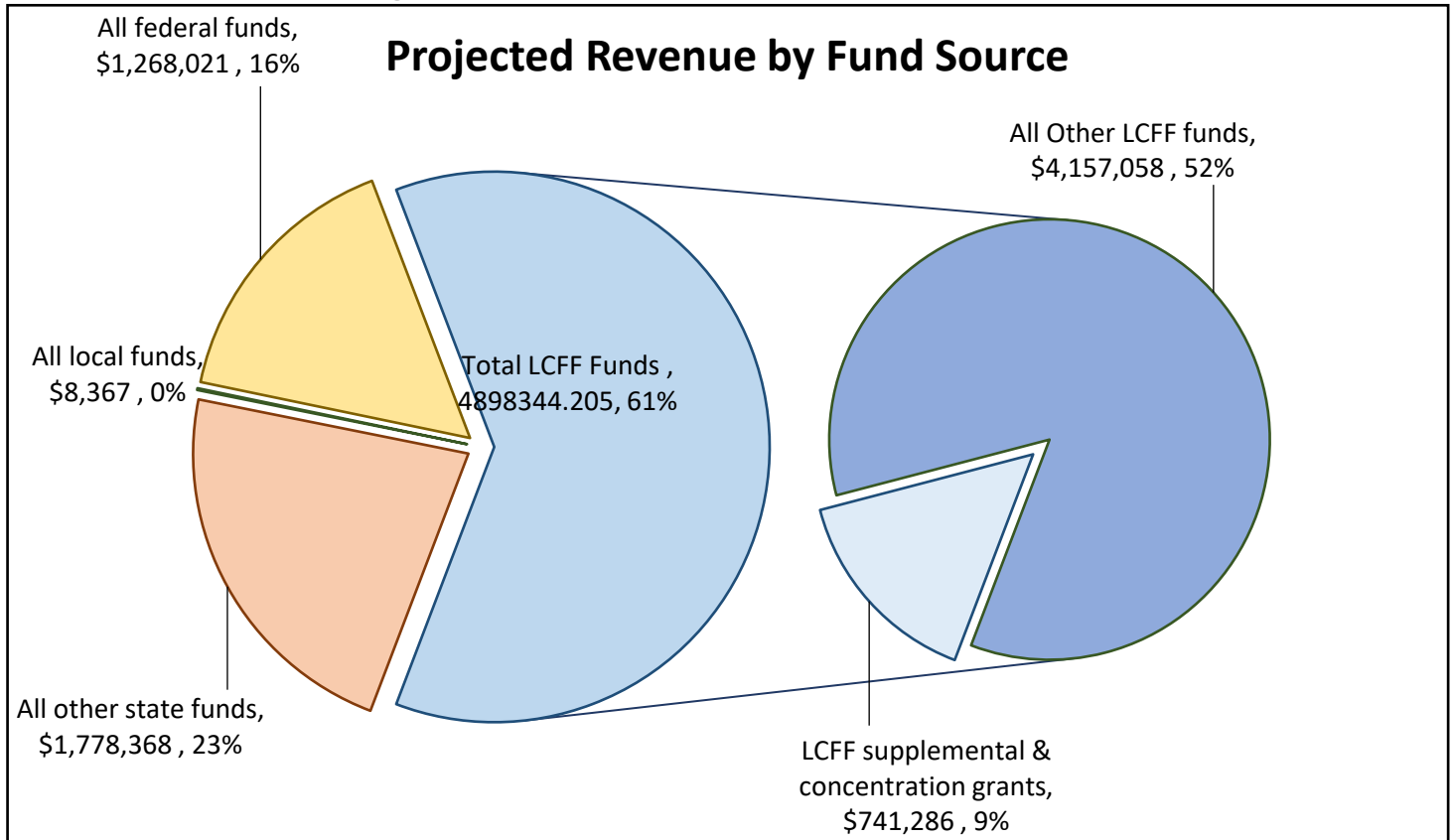
School Year: 2021 – 22

LEA contact information: Keysha Bailey

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

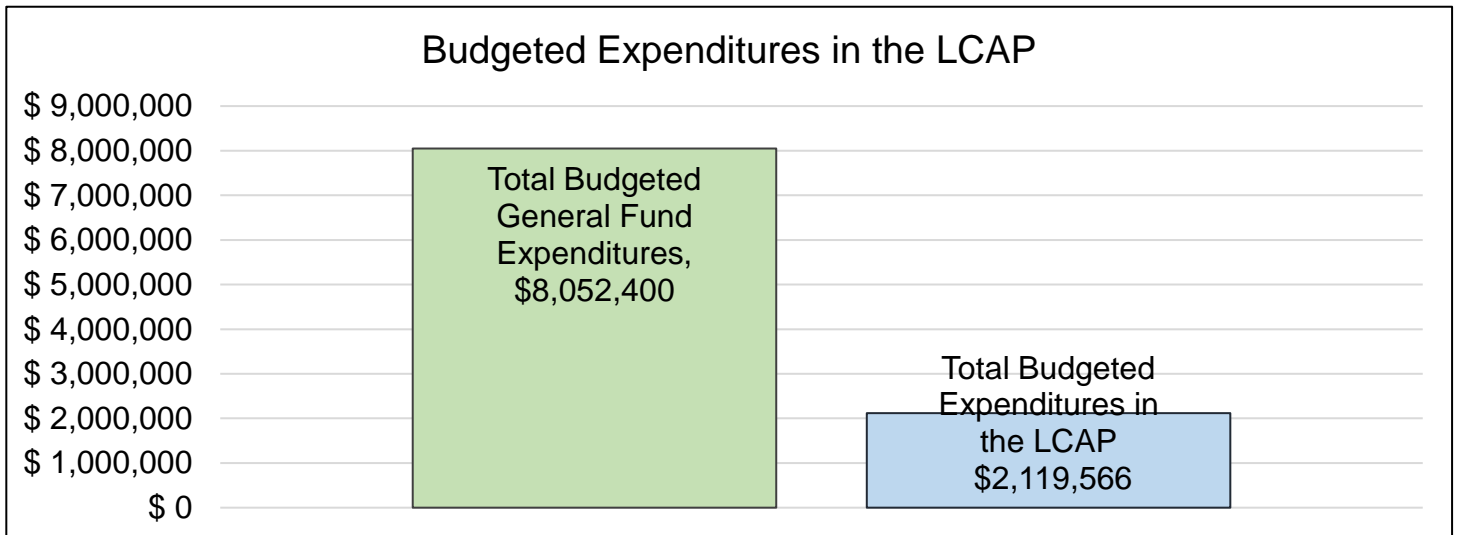


This chart shows the total general purpose revenue Rocketship Mateo Sheedy Elementary expects to receive in the coming year from all sources.

The total revenue projected for Rocketship Mateo Sheedy Elementary is \$7,953,099.74, of which \$4,898,344.20 is Local Control Funding Formula (LCFF), \$1,778,367.59 is other state funds, \$8,367.00 is local funds, and \$1,268,020.95 is federal funds. Of the \$4,898,344.20 in LCFF Funds, \$741,286.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Mateo Sheedy Elementary plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocketship Mateo Sheedy Elementary plans to spend \$8,052,400.02 for the 2021 – 22 school year. Of that amount, \$2,119,565.83 is tied to actions/services in the LCAP and \$5,932,834.19 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

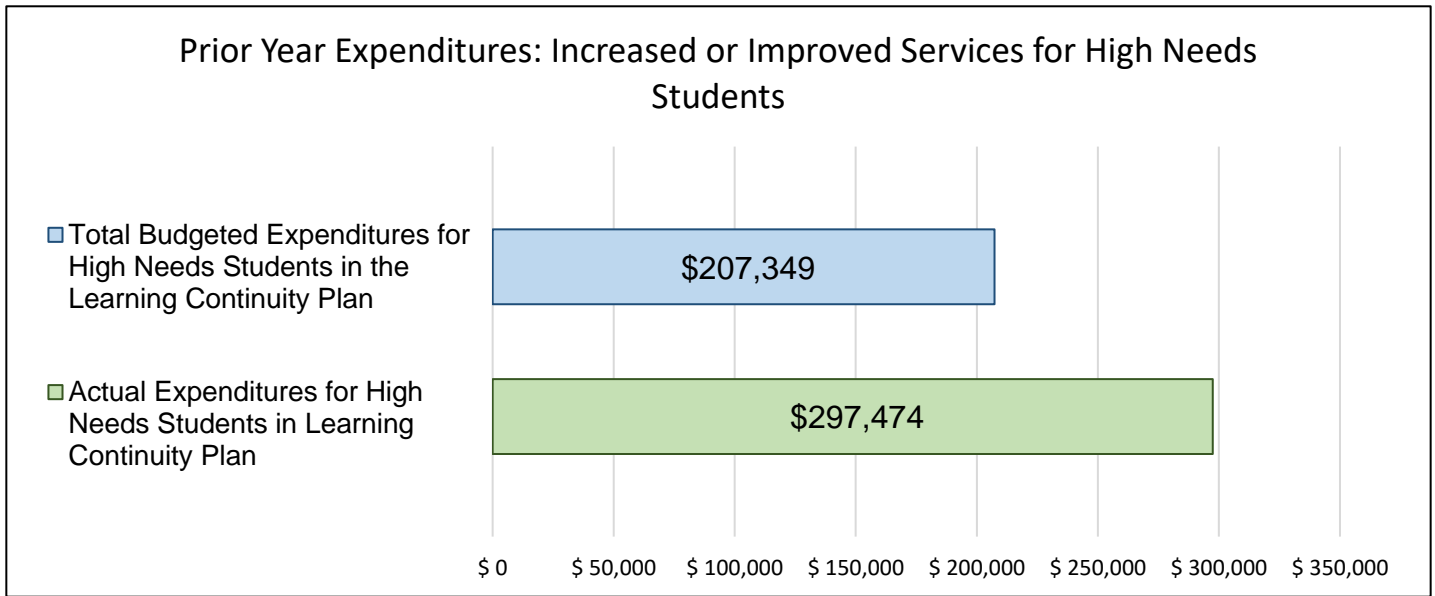
rent, utilities, building repairs & maintenance, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Rocketship Mateo Sheedy Elementary is projecting it will receive \$741,286.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Mateo Sheedy Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Mateo Sheedy Elementary plans to spend \$1,165,353.66 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Rocketship Mateo Sheedy Elementary budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Mateo Sheedy Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Rocketship Mateo Sheedy Elementary's Learning Continuity Plan budgeted \$207,349.00 for planned actions to increase or improve services for high needs students. Rocketship Mateo Sheedy Elementary actually spent \$297,474.32 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mateo Sheedy	Courtney English, Principal	cenglish@rsed.org (408) 286-3330

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4,8

Local Priorities: 2

Annual Measurable Outcomes

Expected	Actual
2018-19 SBAC ELA: % meeting/exceeding the standard targets	2018-19 SBAC ELA: % meeting/exceeding the standard All Students: 58.2% (met)

All Students: 53% Econ Dis: 53% EL: >25% SPED: >5%	Econ Dis: 56.4% (met) EL: 36% (met) SPED: 4% (not met) 2019-20 CAASPP Testing Cancelled
2018-19 SBAC Math: % meeting/exceeding the standard targets All Students: 65% Econ Dis: 65% EL: 45% SPED:>15 %	2018-19 SBAC Math: % meeting/exceeding the standard All Students: 65% (met) Econ Dis: 64.7% (not met) EL: 46.8% (met) SPED: 12% (not met) 2019-20 CAASPP Testing Cancelled
ELs: % of students scoring 3 or 4 on ELPAC: >80%	2017-18: 89.1% 2018-19: 71.4% (not met) 2019-20: Summative ELPAC cancelled
EL reclassification rate: 10%	2018-19: 13.8% 2019-20: 9.8% (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Common Core-aligned instruction & materials</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. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.</p>	<p>Core Curriculum: \$12,000 Books: \$27,300 LCFF Base 4100 4210</p>	<p>LCFF Base \$2,709 \$25,496</p>

<p>Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.</p>		
<p>Personalized Learning A-2. RMS’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include RtI curriculum and tutors. This personalized instruction occurs in the learning lab, making investments in Learning Lab Materials and Leveled Libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student’s level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students. We will also look at reworking the Learning Lab to make the time more useful, and use our data better to ensure that our students are meeting their goals. We invest in Chromebooks and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in technology support consultants. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our printing and reproduction budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.</p>	<p>OLPs: \$35,000 Chromebooks: \$25,785 Learning Lab Materials: \$5,000 Leveled Libraries: \$12,000 Printing and Reproduction: \$6,000 Technology Consultants: \$25,000 RtI Curriculum: \$1,800 Tutors: \$200,397 LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors) 4411 4421 4390</p>	<p>LCFF S & C \$46,722 \$- \$219 \$51,816 \$12,832 \$20,981 Title I \$85 \$230,509</p>

	4115 5822 5807 4120 2101	
<p>Special Education supports</p> <p>A-3. Although RMS runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.</p> <p>The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff.</p>	<p>Special Education Supports: \$9,172</p> <p>Contracted Services: \$22,037</p> <p>State Special Education funding + IDEA ISE 4360, ISE 4330, ISE 4340, ISE 4421</p> <p>ISE 5802</p>	<p>State SPED + IDEA \$2,383</p> <p>State SPED \$116,374</p>
<p>GLAD Training</p> <p>A-4. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers 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</p>	<p>GLAD Training: \$16,303</p> <p>Title III 5804</p>	<p>Title III \$14,758</p>

<p>ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide ongoing professional development to our literacy teachers to help them with EL instruction throughout the school year.</p>		
<p>Reading Engagement A-5. As a suggestion from our parents, RMS will implement more reading engagement initiatives next year. These will include field trips to the library and bookstore, dress-up days as book characters and after school book clubs. In addition, we plan to have parents join in on the event planning as well for the Love of Reading initiatives.</p>	<p>Non-Instructional Supplies: \$10,000 LCFF Base 4380</p>	<p>LCFF S & C \$9,599</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services were implemented during the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Mateo Sheedy continued to use a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. We purchased paper Fountas and Pinnell leveled library book collections for guided reading, which allowed students to take books home so they could read more frequently. This supported our efforts to ensure that all students have access to a wide variety of texts at their own current reading level and to meet the different genre requirements in Common Core. We supported our ELA teachers to utilize our new Fountas and Pinnell library in their Guided Reading instruction, which gave our students access to more high quality text options. We also expanded the use of online learning programs in general education classrooms in order to facilitate small group instruction. These programs included Lexia and Lightsail for ELA, Freckle and Reflex for STEM, and ST Math for TK-1. We worked to better integrate Online Learning Programs in the classroom and increase student completion of OLP activities. We also provided additional training for General Education and Special Education teachers in co-planning and co-teaching at the beginning of the year. We prioritized parts of the co-teaching block for literacy skills/guided reading. We enhanced the instructional leadership support for inclusion specialists. We differentiated support for new teachers by providing scripted curriculum in the form of Leveled Literacy Intervention. We saw strong results this year in terms of accelerated development for new SPED teachers as a result of implementing professional development and coaching expectations for new SPED teachers. We also focused this year on training teachers and

leaders in the ELD Framework and Standards. There was an increase of professional development and training to support implementation of Integrated and Designated ELD.

With the COVID-19 school closures, we mobilized in order to begin distance learning within 2-3 days of closure. We provided modified curriculum and lesson plans for teachers in support of distance learning. We provided devices to students to ensure that 100% have devices and have home internet access. We provided community time in morning launch and landing daily, live lunches and exercise. Instruction included synchronous and asynchronous instruction for students through Facebook and Google Classroom. Instruction included direct individualized 1 to 1 service for students with disabilities through SPED teachers and related service providers. Additionally, we set up daily surveys for families and Care Corps to identify family needs and connect them with resources along with food, housing, and other services. We implemented coaching calls where teachers connected with students on their OLPs, monitored progress, and just checked in on how they are doing 2-3 times per week. Designated ELD is occurring through individual coaching calls or group conferences via zoom. Ongoing support and resources are shared with school staff to support distance learning.

Both state and local testing was cancelled in the Spring, so we do not have data to determine progress. We also don't have summative ELPAC data for this year, and the reclassification process was challenged by school closures. Our reclassification rate was 9.8%, below our 10% target.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual
All students have access to standards-aligned instructional materials Target: Met	Met

All teachers have access to standards-aligned professional development Target: Met	Met
100% of full-time teachers have appropriate credentials	100% of full-time teachers have appropriate credentials

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Professional Development</p> <p><i>B-1. Summer PD</i> Each summer, RMS hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.</p> <p><i>Thursday PD</i> Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers.</p> <p><i>Professional Development Fund</i> Rocketship Mateo Sheedy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RMS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.</p>	<p>Summer PD: \$120,066</p> <p>Thursday PD: \$72,733</p> <p>PD Fund: \$15,000</p> <p>LCFF S+C</p> <p>1301 (Summer PD)</p> <p>1101 (Thursday PD)</p> <p>5804 (PD Fund)</p>	<p>LCFF S&C</p> <p>\$88,292</p> <p>\$53,485</p> <p>\$19,937</p>
<p>Assessments</p> <p>B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include:</p> <ul style="list-style-type: none"> • Four rounds of cumulative assessments • NWEA three times per year 	<p>Assessments: \$26,880</p> <p>Temporary Staff: \$20,000</p>	<p>LCFF S&C</p> <p>\$24,762</p> <p>\$-</p>

<ul style="list-style-type: none"> ● STEP at least four times per year ● State-mandated CAASPP ● State-mandated EL testing (ELPAC) <p>To ensure that our students are ready for success on the CAASPP, Rocketship Mateo Sheedy transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards.</p> <p>RMS will hire temporary staff members to facilitate administration and scoring of assessments.</p>	<p>LCFF S+C</p> <p>4414 (Assessments)</p> <p>5838 (Temporary Staff)</p>	
<p>Data Days</p> <p>B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RMS will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.</p>	<p>Data Days: \$46,179</p> <p>LCFF S+C</p> <p>1101, 1301</p>	<p>LCFF S&C</p> <p>\$33,959</p>
<p>Coaching</p> <p>B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RMS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.</p>	<p>Coaching: \$229,688</p> <p>LCFF S+C</p> <p>1301</p>	<p>LCFF S&C</p> <p>\$141,330</p>
<p>Teacher Credentialing</p> <p>B-5. We will continue to ensure 100% of core teachers are in compliance with the state as well as hold the proper English Learner Authorization. We are also partnering with Loyola Marymount University beginning in the 19-20 school year. LMU’s Intern Credential program is highly regarded across the country and we are looking forward to partnering with them to ensure our teachers receive the best development possible.</p> <p>Additionally, Rocketship has expanded to have a three-person credential team focused on</p>	<p>\$53,000</p> <p>Title II & Educator Effectiveness Grant</p> <p>5833</p>	<p>Title II & Educator Effectiveness Grant</p> <p>\$4,000</p>

ensuring teachers receive high level support in obtaining the proper credentials, that our schools remain 100% in compliance at all points in the year, and to continue to innovate on credential systems.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for scoring assessments and the cancelled data days were reallocated to additional staffing to support with distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Mateo Sheedy continued its intensive focus on professional development this year and fully implemented the planned professional development actions, adapting them as needed once the COVID-19 crisis necessitated closure. This year we focused a lot on differentiating the professional development for teachers based on their career stages--developing, expanding, and master. As a result, we saw faster growth for developing and new teachers across content areas. With implementation of distance learning, we did specific professional development to support teachers and leaders in being ready to deliver synchronous and asynchronous instruction as well as check-ins with individual students.

Assessment plans were followed as scheduled until school closures in March in response to COVID-19 measures. There were two differences from the stated plan decided last summer before SY19-20 started: 1) the number of Cumulative assessments rounds was reduced from four to three; 2) Grades 3-5 were only to take NWEA in the Fall and Winter (Spring assessment removed to reduce testing burden on students who take state assessments). As a result of the COVID closures, final spring assessments were suspended. These included: Cumulative Round 3, STEP Round 4, Spring NWEA, CAASPP and Summative ELPAC. RMS held five out of six planned Data Days this year. The March event was not held due to the COVID-19 crisis.

This year we continued to ensure that 100% of our core teachers were in compliance with the state as well as held the proper English Learner Authorization. We partnered with Loyola Marymount University and have over 20 teachers who will be graduating the program in spring of 2020 with their Preliminary and/or Special Education Credential. Our biggest holdback due to the COVID-19 pandemic has been planning for the 20-21 school year. Many of our teachers were taking their final credential tests in March, but their tests were cancelled due to Shelter in Place orders. We've been working closely with the California Teaching Commission and California Department of Education to see if any modifications will be made to keep our teachers in their roles next year. There are certain cases

where modifications are being made, however other cases require an Executive Order from Gavin Newsom and we do not know when this will come. Additionally, we would typically have all new hires take their credential tests over the spring and summer and enroll in a credential program in their first year. This will not be possible this year due to the Shelter in Place order and test centers being closed. Most teachers will need to be on an emergency permit in their first year and focus on tests (as test centers are just now reopening in May 2020 and then enroll in a program in their 2nd year.

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

Goal 3

School environment will be safe and welcoming for all students

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: 1,6

Annual Measurable Outcomes

Expected	Actual
3 rd – 5 th grade student survey: 85% of students that believe school is a safe environment to learn	No data due to school closure
Parent survey: 85% of parents that believe school is safe 2019-20	85% of parents that believe school is safe 2019-20 (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
BOM		LCFF S&C

<p>C-1. Rocketship Mateo Sheedy employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting Rocketship Mateo Sheedy’s and the state’s goals for student safety and maintaining facilities. Next year, our BOM will continue to report directly to their principal instead of a NeST manager so the BOM and the Principal work more closely together. We will continue to provide the additional regional director coaching support for the BOM.</p>	<p>Business Operations Manager (BOM): \$104,156 LCFF S+C 2301</p>	<p>\$105,192</p>
<p>School Maintenance C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Rocketship Mateo Sheedy will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.</p>	<p>Building repairs: \$62,120 Furniture: \$8,840 Teacher room: \$14,400 LCFF Base 5601 4430 4330</p>	<p>LCFF Base \$313 \$10,298 \$20,534</p>
<p>Custodial Services + Supplies C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.</p>	<p>Custodial Services + Supplies: \$76,612 LCFF Base 5821</p>	<p>LCFF Base \$152,294</p>
<p>Operations Specialists C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing Operations Specialists during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.</p>	<p>Operations Specialists: \$154,242 LCFF S+C 2201</p>	<p>LCFF S&C \$270,652</p>

<p>Security Services</p> <p>C-5. Rocketship Mateo Sheedy will be able to hire additional security services for their campus. These include patrols for weekends to ensure no one is using our space unauthorized or during nights. The goal is to reduce unauthorized people on campus and issues that make families feel unsafe, such as graffiti.</p>	<p>Security Services: \$5,000 LCFF S+C 5823</p>	<p>LCFF S&C \$216</p>
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented the actions for Goal 3 as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our BOM continued to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. We continued to focus on developing BOMs in all areas of their operations work. This year we expanded our training for BOMs on the skills that make them strong and effective leaders--skills such as influence, collaboration, and effective communication. Our BOM served as safety lead for our campus. This included planning and leading safety training for all school-based staff at the site. Our BOM was responsible for knowing our safety plan, communicating it to the team, holding the safety meetings with the school leadership team, ensuring compliance with required safety drills, and ensuring that all safety equipment and supplies are complete, current, and functioning well. Our BOM acted as liaison to ensure safety protocols are followed with afterschool programs as well. Since the COVID 19 closures began, we are now adding several training sessions virtually, one every other week for BOMs.

We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs planned for this year. Our BOM and facilities staff were able to conduct 2-3 walkthroughs prior to the COVID-19 closure. During the walkthroughs, the school was reviewed for potential items out of compliance with state standards. Additionally, we utilized a portal for BOMs and other school staff to submit maintenance requests throughout the year. Rocketship Mateo Sheedy continued to employ a handyman to help solve these small repairs. As planned, Rocketship invested in new furniture as needed in order to replace aging furniture items. Teachers were given the resources as planned for purchase of materials for outfitting and decorating their classrooms. During th COVID closure, our maintenance staff visited all sites to assess and ensure sites are ready for return.

In order to provide a safe and clean environment for our school community, we utilized the services of a day porter during the school day and custodial services once a day in the evening. This year, Rocketship RMS contracted with a custodial company to help get better pricing and create more consistent service. We instituted additional disinfecting procedures conducted by custodial services in the beginning of March prior to closures. Since closure, we have all of our custodial services going into schools and conducting deep cleans.

Operations Specialists continued their essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staffed arrival and dismissal and led recess and lunch for all students. They also supported daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists served as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We conducted additional training with our Operations Specialists this year through PlayworksU in support of indoor recess implementation, including facilitation of games and strategies for managing groups. Once the COVID -19 closure began, this training served as a springboard to support student wellness through virtual recess opportunities. Currently during the closure, our Operations Specialists continue to be employed and supporting various projects according to their skill sets, such as supporting distance learning, "Live Lunches," leading virtual lunches, reading bedtime stories for students, or joining a team called Care Core which reaches out to families to check in on them and see how their needs are being met, participating in our twice weekly meal distribution, and providing translation support for teachers in working with families.

Creating a safe environment for our students is one of our top priorities. Our BOM oversees facility and safety issues on the ground, with support from our network operations team. Having better support structures in place has allowed us to make progress in these areas. Having a solid operations leader on campus is a huge priority for our school, and creating a safe environment would not be possible without these systems. When parents were surveyed in regards to safety, 85% believe our school is a safe place for their children, which is an increase of 10% over last year's score of 76%. RMS will continue to make improvements to ensure our students and parents have a healthy, safe, and supportive environment that enables their child to succeed and achieve greatness because the sky's the limit for our Rocketeers.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4,8

Local Priorities: 2

Annual Measurable Outcomes

Expected	Actual
Chronic absenteeism rate <10%	Chronic absenteeism rate 9.3% (met)
Attendance rate (ADA) >95%	Attendance rate (ADA) 95.9% (met)
Suspension rate <1%	Suspension rate 0.2% (met)
Expulsion rate 0%	Expulsion rate 0% (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Enrichment</p> <p>D-1. Enrichment is a critical component of a students’ education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and other interests. 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.</p>	<p>Enrichment Coordinators: \$134,532 LCFF S+C 2201</p>	<p>LCFF S&C \$130,528</p>
<p>Field Trips</p> <p>D-2. Field Trips provide an important opportunity to both deepen students’ learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education</p>	<p>Field Trips: \$38,500 LCFF S+C 5860</p>	<p>LCFF S&C \$45,590</p>

<p>program, and Rocketship 5th graders go to Groveland, CA for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home.</p>		
<p>Social Emotional Learning</p> <p>D-3. RMS has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the “Kimochi’s” curriculum in the lower grades (pre-k through grade two), and the “RULER” approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills.</p> <p>RMS will continue to utilize the half-time social worker next year to help with social-emotional learning for all students.</p>	<p>Instructional Supplies: \$5,498</p> <p>Educational Consultants: \$30,000</p> <p>LCFF S+C 4340 5804</p>	<p>LCFF S&C \$10,495 \$34,694</p>
<p>After School Program</p> <p>D-4. RMS will run an afterschool program to provide our students with additional academic exposure. The after-school program combines homework help/tutoring, enrichment, including opportunity for physical activity and family education services. The after school program helps our unduplicated pupils by providing additional time to focus on structured academics, as well as helps our parents who are in need of high-quality after school options for their children.</p>	<p>After School Program: \$150,000</p> <p>LCFF S+C 5911</p>	<p>LCFF S&C \$119,149</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we fully implemented our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Mateo Sheedy offered science, physical education and multiple afterschool enrichment options including flag football, art, cheerleading, and strategy/games club. Physical Education included direct instruction on calisthenics movement as well as multiple sports and general wellness. Our enrichment coordinators also provided additional practice time for math facts and phonics embedded into class time and games to further align across subjects/classrooms. We provided additional adaptive PE training to our physical education coaches to better serve students with special needs. During COVID-19 closures, daily enrichment was incorporated into movement breaks led by physical education coaches in the form of daily workout videos. Additional enrichment opportunities such as science and art were provided as options for all students, although there was no designated core instruction during which a whole class gathered. Prior to COVID-19, we were able to send all 4th and 5th grade students to camp as previously scheduled.

We continued our PBIS implementation as planned. In addition to our active PBIS team, we added a full time mental health provider to our staff, and this enabled us to provide more SEL interventions at Tier 2 and 3 as needed. In addition to continued use of Kimochi and RULER, we developed an internal SEL curriculum called ""The Shortest Distance."" We provided Powerpoint lessons for teachers to facilitate SEL lessons daily. We saw many benefits of this more structured curriculum, especially that it is easier for teachers to implement with less planning and preparation. Using a common curriculum has allowed for a common language across the entire school in terms of SEL skills. Because of that, we have more frequently heard students and staff using the language of SEL in their interactions. This has also allowed us to provide parents with descriptions of the units and the topics and skills being addressed so that they have the opportunity to reinforce social emotional learning in the home. Since the COVID-19 closures, we have been holding daily SEL lessons for students as part of distance learning. Mental health providers are providing a daily post with resources, tips, and guidance on how families can support students' mental health needs during COVID-19 closure. We do expect increased SEL needs among students, families, and staff in addition to academic needs and are currently planning to address these needs.

Enrichment and social emotional learning are built into each child's day, incentives are provided in support of attendance, and field trips bring learning to life for our students. RMS has seen some success in this goal, indicated by our decrease in suspension rate from 1% to 0.2% and no history of expulsions; our ADA increased slightly from 95.6% to 95.9%, while our chronic absenteeism decreased from 9.8% to 9.3%.

Goal 5

Rocketship parents are engaged in their students' education

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: 3, 5, 8

Annual Measurable Outcomes

Expected	Actual
Parent attendance: 70% of parents attending an average of at least one school event per month	Data unavailable due to school closures
Parent survey: 85% of parents that are satisfied overall with their school	86% of parents that are satisfied overall with their school (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Parent involvement</p> <p>E-1. Community Events: RMS hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RMS invests in parent appreciation items and provides a materials budget. In the coming year, we will be offering additional resources, education and opportunities such as workshops and classes.</p> <p>Parent Volunteer Opportunities: Rocketship School 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. We will be expanding the volunteer options to be more inclusive of working parents.</p>	<p>Parent Appreciation and Materials: \$10,430</p> <p>LCFF Base</p> <p>5822</p> <p>4510</p> <p>4720</p>	<p>LCFF Base</p> <p>\$33,424</p>
<p>Parent Outreach</p> <p>E-2. RMS provides many opportunities throughout the school year for parents to interact with RMS staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education.</p>	<p>Parent Outreach – School Leader Comp: \$9,727</p> <p>LCFF S+C</p>	<p>LCFF S&C</p> <p>\$8,068</p>

<p>We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.</p>	<p>1101</p>	
<p>Office Manager</p> <p>E-3. Rocketship’s Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children’s learning and the school community. In addition to their continuing role in parent engagement, office Managers will be equipped to provide referrals to community resources as needed.</p>	<p>Office Manager: \$82,694 LCFF Base 2401</p>	<p>LCFF Base \$125,505</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Mateo Sheedy hosted many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. We focused particularly this year on including cultural celebrations meaningful to the community. We were not able to attend the planned college trips due to COVID-19, but students were able to take a virtual tour of Stanford University. We expanded the volunteer options and adjusted timing of opportunities this year in order to be more inclusive of working parents, such as having later events and offering opportunities for take-home projects and remote support. We implemented Los Dichos, a monthly school event where parents come to campus and read with students in a variety of languages, including Spanish, English, and Vietnamese in order to strengthen a culture of literacy. Parents also received a skill-building workshop for this event including public speaking tips, how to engage students, and how to conduct read-alouds. Los Dichos transitioned to a video-recorded online program after the school closure.

At Rocketship Mateo Sheedy, we held monthly community meetings and/parent coffees (cafecitos) for parents to meet, interact with and offer feedback to staff. We also hosted a Spring Welcome Party for newly enrolled families and a summer barbecue for all families. Every school also hosts an orientation for all families in the summer prior to kicking off the new school year. The Orientation format was well received by parents and we plan on continuing that next year. We engaged in annual home visits as a regular part of our program. All of our students received a home visit by December 1 of 2019. We also hosted parent-teacher conferences three times this year, as planned. Our recently created Distance Learning LaunchPad features parent resources--Los Dichos activities continue virtually, as do the monthly parent coffees, but with increased frequency-weekly. One way in which we have elevated parent involvement is putting more intention into building parents as leaders and advocates. As a result, we have had more participation by parents in parent organizing committees, school site council, and parent organizing groups. We also added two parents to the Rocketship Board of Directors.

We added a daily wellness check-in for families under a new program called "Care Corps." This process begins with a form that a family completes with questions around needs such as food, shelter, financial assistance, employment resources, health, mental health, and more. Based on the completed forms, a school-based task force follows up to connect families with resources that have been collected and vetted by the regional Growth, Community, and Engagement (GCE) team. In the event that a family identifies an unmet need that is more than the team can provide, the case is escalated to the network team for further support. In addition to the Care Corps implementation, we have also done a lot of work to ensure our students have access to needed technology. We have in most cases a 1 to 1 ratio of devices to students and have worked successfully with local agencies to ensure connectivity. We have implemented a program of frequent touchpoints with students, families, and school staff. We implemented a family component of our "live lunches" where families share recipes they enjoy with students, and also are engaging families in virtual bedtime stories.

We're proud of the strong and committed group of parents we have, particularly in the School Site Council. The Principal and the OM are the two staff members that do the most parent work, as well as parent engagement coordinators who work across all Rocketship schools. These people ensure our parents are actively involved in their child's education. Parent satisfaction has increased from 79% to 86%. Our goal for next year is to continue to find ways to improve parent satisfaction, engage our parents, specifically around academic achievement and how parents can support their students at home.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase adequate PPE materials	\$15,580	\$26,154	N
Post signs around the school to guide healthy and safe behavior	\$15,000	-	N
Cover additional cleaning and disinfecting for the campus	\$34,536	\$11,255	N
Compensate additional staff to cover those who need to quarantine	\$109,480	\$82,875	N
Update HVAC systems for additional filtration	\$27,000	-	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budgeted funds for signs for the school are included in the PPE expenditures. The PPE expenditures consist of safety materials including masks, face shields, floor stickers, electrostatic sprayers, and air filters. Spending on actions and services for In-Person Instructional Offerings was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Students continued in a distance learning model through April, due to high levels of community spread and restrictive local health orders. Beginning in May, all students had the option to return to campus four days each week for four hours of in-person instruction for the last four weeks of school.

We partnered with our local YMCA on another Rocketship campus for facilitated distance learning for approximately twelve students starting earlier in the school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Gave stipends for COVID-19 campus lead (i.e., staff taking on additional work to ensure school safety during the pandemic)	\$7,500	\$5,000	N
Purchased additional Chromebooks to enable distance learning for all students	\$72,300	\$98,885	Y
Subscribed to distance learning platforms/tools (e.g., SeeSaw)	\$2,281	\$2,302	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented as planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

During the 2020-21 school year, we were able to deliver a consistent program that all of our students were able to access. The majority of students received instruction through distance learning for the majority of the school year and we continued to refine this model to improve its effectiveness, investing in engaging live lessons and strong participation in online learning programs. We implemented our distance learning model as planned with three hours daily live teaching, small group instruction, and on-demand learning every Friday as a full day of on-demand and independent learning. Our distance learning plan still allows students to access a curriculum that includes the full content and rigor that students would receive in the classroom.

Additionally, we have sustained learning tools and elements of the school day from our in-person model to our distance learning model, allowing students to work with recognized tools and routines. Our students have used, and will continue to use, online learning

programs both in-person and in a distance learning environment, which facilitate progress on key skills. Community events, like Launch to begin each day, are carried between the distance learning environment to help build community and offer a sense of consistency.

Access to Devices and Connectivity

Each student received their own personal Chromebook, to make sure that technology was not a barrier for accessing distance learning. We continued to offer technical support for Chromebook challenges and any internet connectivity challenges and they arose throughout the year. None of our students were without the technology needed to access learning. Despite all students having the necessary devices, internet connection stability remained an issue for some of our students.

Pupil Participation and Progress

Student participation is determined based on a combination of their presence in synchronous learning activities and their completion of their independent work. Teachers and staff track attendance through presence in synchronous learning and participation in asynchronous tasks. If a student misses the first learning block of the day, the office manager reaches out to the family with a reminder. Through this process students' presence and absences are recorded and tracked. Teachers also track student attendance in all LIVE synchronous blocks to be able to follow up with students and families to support those who were unable to attend live lessons. Additionally, we also track student engagement in asynchronous learning, noting that when they have completed independent work, including online learning programs and teacher-assigned work. Students and families discuss low participation during follow up meetings with teachers and coaches. Additionally, teachers track progress through online learning programs, observations, interim assessments, and milestone assessments (where possible). Student progress in these areas will be recorded centrally and teachers and school leaders will review regularly, including monthly data days, in order to make program adjustments and ensure student growth.

We are proud of our 97% average daily attendance. We strove for high levels of student participation, because if students were not participating that they were missing out on learning opportunities. Similar to in person instruction, we found that the same students consistently had lower participation rates. Our teachers, Care Corps members, and school leaders worked to partner closely with these families to develop a shared understanding of the importance of participation and to find solutions and alternatives to increase their consistent participation.

Distance Learning Professional Development

We have provided staff professional development in the distance learning model, health and safety protocols, social emotional learning, virtual learning tools, and supporting English Learners in distance learning. Our staff continues to receive individualized coaching from school leaders to support their individual needs. All school leaders received training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement.

Staff Roles and Responsibilities

We have been successful at reallocating our staff members whose regular responsibilities have been decreased or eliminated due to distance learning to positions where they can support families with the wraparound supports that they need or provide additional small student group engagement. Our staff were able to adapt to distance learning, which was supported by some role changes and trainings. The individualized coaching model, which has always been a part of the program at Rocketship, was particularly important in making sure that all staff had the support that they needed and consistently received feedback on how to engage with students and families. We are proud that one of our PE teacher assistants has decided to pursue a career as a teacher based on his experience supporting students academically during the school closure.

Support for Pupils with Unique Needs

We were able to effectively implement programs to adapt distance learning for our students with unique needs. This included integrated and designated ELD instruction twice weekly for our English Language Learners, and IEP accommodations for our students with special needs. We were able to provide strategic one to one support and create a great schedule that allowed co-teaching with the general education teacher and providing services to individual students. We have continued to observe gaps between assessment scores for students in these groups and other students. Remediation plans will be tailored to particularly target these students' needs.

Our Care Corps team has supported our Foster and Homeless Youth by connecting them with community resources and personalizing supports to meet the needs of each child.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional small group tutoring opportunities	\$78,435	\$151,159	Y
Compensate staff for extended instructional time	\$19,609	\$2,059	Y
Purchase online learning platforms (Lexia and Reflex)	\$37,005	\$45,372	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to administer the NWEA MAP assessment at the beginning of the year for our students in first grade and up. While the assessment revealed that students were, on average, starting the year behind where students had been in previous years, the gaps were not as large as NWEA predicted, which gave us confidence that our distance learning program was having an impact.

We've also been able to consistently track student progress through online learning programs and class assignments. These have helped to guide full class remediation and small group instruction. We've seen that as students revisit foundational skills their mastery grows.

Students have frequent opportunities to work at their own pace, including guided reading at their own instructional reading level, small group instructional days for math, the Distance Learning Launchpad as a flexible online learning hub, and online learning programs that adjust to their skills. This work which adapts to students current levels will ensure that they don't skip ahead, leaving gaps in their learning. Additionally, students will be engaging in regular small group instruction, giving them the chance to revisit any needed skills.

We have been able to meet with each family three times this year and provide data on learning gaps and successes with specific information about how they can support their child at home.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students have responded well to our expanded SEL curriculum and emphasis. We notice that the topics covered in our daily SEL lessons are carried over into students' interactions with each other and their teachers throughout the day. We know that forming relationships online looks different than in person and the SEL lessons have helped to forge community bonds, although we still have students, especially our younger students, who are struggling to form the same types of relationships that they would in person. It is difficult to support and assess the development of these skills in a distance learning format.

Through our Care Corps, we've been able to stay connected to our families' needs. As families expressed struggles (e.g., food, housing), they were connected with trained Care Corps members who helped them navigate to resources. This was enabled by a growing number of community partnerships.

For our staff, we've continued to emphasize rest as a way to support mental health--offering staff additional rest days throughout the year and making sure that they had breaks worked into their schedule. We've also invested in spaces to staff to discuss challenges--especially around DEI-related injustices occurring in our country. Cultivating space to process has been key for staff member's mental health.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our tiered intervention approach continued to emphasize strong relationship building with students and families and adapting to find solutions that meet individual needs. We've found that families respond well to this approach and we're able to work through challenges in a way that feels collaborative and opens dialogue. 100% of our students received a virtual home visit by the end of September this year and 98% of our families are on track to meet the parent partnership goal of 20 hours. We've found that some of families have been facing unique challenges in the distance learning context (e.g., how to support distance learning for young students when a parent is also working) and we've tried to be creative in working with them towards solutions. We have done material pick-ups to ensure students have access to all of the supplies they need, such as white boards, markers, and manipulatives, but some families have not been able to come to the pick up events.

For students who are disengaged, we are taking a tiered approach to intervening, which mirrors the approach that we've taken during in-person learning. When a student has an absence, the family receives a notification and has the opportunity to provide information to show that the absence should be excused. Students with persistent absences meet first with their teacher to discuss the implications of

those absences and try to find solutions that allow the student to attend consistently. If absences continue, families then meet with school leaders who also discuss truancy implications and work to find solutions. Notification calls are available in English and Spanish. Outreach to families will be made by a staff member who speaks the language that the family is most comfortable in or by a staff member with a supporting translator.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For our distance learners, we serve meals twice a week so our students have five days worth of meals. One service day we distribute three days worth of breakfast and lunch and the other day we distribute two days worth of breakfast and lunch. The amount of families that utilize this service varies widely from week to week, making it difficult to know how much to prepare each week.

When we have students on campus, we will place them into small groups. We serve daily breakfast and lunch during their normal meal times. All meal service is provided in this small-group setting to ensure student and staff safety, avoiding exposure between cohorts of students.

In both environments, we track students who receive meals in order to facilitate free and reduced meals for those students who are eligible.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on personalization, Social Emotional Learning, and family engagement have been critical during this year and will continue going forward. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to regularly assess each of our students using NWEA MAP and STEP assessments, as well as the data from our Online Learning Platforms to monitor progress and inform instructional planning. We will continue to meet students specific learning needs through small group instruction and the personalized instruction provided by our online learning platforms. We plan to add academic interventionists to help close any gaps created during distance learning.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions and services implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Rocketship Mateo Sheedy instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments, personalizations, and academic supports. We will provide additional academic supports, such as additional interventions to provide small group intervention for reading and math.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mateo Sheedy	Courtney English	cenglish@rsed.org (408) 286-3330

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Rocketship Mateo Sheedy opened in August 2007 as the first Rocketship campus in San Jose. It opened inside a San Jose church and soon relocated to its permanent campus on Locust Street in downtown San Jose. It currently serves grades TK-5. Approximately 82.6% of the students are socioeconomically disadvantaged, 4.7% are Foster or Homeless Youth, 55.6% are English learners, 77.5% are Hispanic/Latinx, 12% are African American, and 6.5% are Asian. Additionally, 9% of students qualify for special education services. The LCFF Unduplicated percentage is approximately 88.95%. The principal, Courtney English, will continue to lead the school in 2021-22.

Rocketship Mateo Sheedy operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Mateo Sheedy’s instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

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

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 families during report card season.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Mateo Sheedy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers; School environment will be safe and welcoming for all students; Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning; Rocketship families are engaged in their students' education. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Mateo Sheedy based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, with a 97% average daily attendance rate as of 3/30/2021.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our families and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

We are also proud of the work our teachers have done to begin to incorporate a Diversity, Inclusion, and Equity lens into instructional planning, so that students can begin to analyze issues from multiple perspectives and advocate for change. Our students wrote letters to lawmakers to advocate to change Columbus Day to Indigenous People's Day.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data, we have identified gaps in ELA and Math achievement from the time spent in the distance learning format. Based on the 2019 CA Dashboard, we also have needs in Chronic Absenteeism. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention. We will add academic interventionists to help close the academic gaps. We will implement attendance monitoring and family outreach to ensure our students do not become chronically absent.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with robust systems for personalized learning and our Love of Reading campaign. We will provide comprehensive English Language Development for our English learners through GLAD training for all of our teachers. We will also provide a comprehensive program of special education supports for our students with IEPs.

GOAL 2: Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers. Teachers will be supported (Goal 2) through professional development and instructional coaching to implement our instructional model, including culturally responsive pedagogy. Providing instruction through a Diversity, Equity, and Inclusion lens is a focus for our teachers. We will also support our teachers with becoming fully credentialed to ensure the highest

quality teachers for our students. Additionally, we will administer high-quality assessments and provide data days for teachers to analyze the data and make instructional plans based on the data.

GOAL 3: School environment will be safe and welcoming for all students. Our Business Operations Manager ensures the school campus stays safe, clean, and well-maintained. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations.

GOAL 4: Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning. Students will have opportunities to participate in enrichment activities and field trips to ensure they receive a well-rounded education. Students will be supported in social emotional learning to ensure their social emotional well-being and remove barriers to engagement. Our Care Corps team will continue to ensure our students' basic needs are being met by identifying families in need and connecting them with appropriate resources for support.

GOAL 5: Rocketship families are engaged in their students' education. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, school events, and opportunities to volunteer and to provide input organized and facilitated by the school leadership team. These opportunities include community meetings, exhibition nights, monthly coffees, Los Dichos activities, and family surveys.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for Rocketship Mateo Sheedy, based on the CA School Dashboard for 2019 (See Reflections: Successes and Identified Needs). Our SSC and ELAC committees met on 11/4/20, 12/9/20, 2/24/21, and 4/21/21.

Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 26, 2021.

Parents also provided feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal, community meetings, and 1:1 meetings with the school leadership team.

Teachers, school staff, and school administrators provided feedback during regular staff meetings and a staff survey.

Teachers have held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

Parents would like to see more interest group clubs available for student enrichment, bilingualism to be celebrated and communication and access to student learning applications to be streamlined. Parents also want students to be able to attend in-person.

Teachers/School Staff/Administrators would like to have more opportunities to interact and collaborate with one another. They want to ensure we use NWEA MAP to identify gaps that occurred in the distance learning format and provide supplemental instruction to close any learning gaps. They would like to continue to use the Seesaw and Clever applications going forward and ensure new staff receive training on how to use these with confidence. They want to have regular communication with families through newsletters and events highlighting the standards being taught and how families can support them at home.

Students want to be able to attend school in-person.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on our stakeholder feedback, we have added the following to our plan for next year and beyond:

- add cross-grade and cross-department collaboration opportunities to the professional development schedule
- explore how to incorporate more interest group clubs and other enrichments
- provide in-person instruction to all students
- use SeeSaw for student learning and Clever for streamlined application access and train all staff on how to use with confidence
- streamline family communication and provide events for families on how to support students at home

Goals and Actions

Goal 1

Goal #	Description
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. We are proud of the progress of our students and must continue our actions to sustain this progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 58.2% English Learners: 36% Low Income: 56.4% Students with Disabilities: 4% Asian: 83.3% Black or African American: 60.9% Hispanic/Latinx: 55.7%				63%
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 65% English Learners: 46.8% Low Income: 64.7%				68%

	Students with Disabilities: 12% Asian: 100% Black or African American: 52.2% Hispanic/Latinx: 63.3%				
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.36				1.2 Years
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.35				1.2 Years
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 39%				High (Green) on current status of dashboard 55%
EL Reclassification Rate	2019-20: 9.8%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core-aligned instruction & materials	A-1. The Rocketship Mateo Sheedy curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Mateo Sheedy operates an inclusion model and therefore this core	\$43,562	N

		<p>curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.</p> <p>Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports.</p>		
2	Personalized Learning	<p>A-2. Rocketship Mateo Sheedy’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for Rtl include Rtl curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education 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. This personalized instruction occurs in the learning lab, making investments in Learning Lab Materials and Leveled Libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student’s level, ensuring that all aspects of our</p>	\$331,790	Y

		<p>instructional program are appropriately differentiated for our Special Education students.</p> <p>We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in technology support consultants.</p>		
3	Special Education supports	<p>A-3. Although RMS runs an inclusion model, we realize that our students in Special Education may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.</p>	\$101,621	N
4	GLAD Training & Curriculum	<p>A-4. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the ELPAC Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers 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. Students in Special Education who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide ongoing professional development to our literacy teachers to help them with EL instruction throughout the school year. We will focus our professional development and school based coaching on improving the</p>	\$24,679	N

		quality of instruction, to ensure that students are making progress towards proficiency. We will focus on discourse and supporting students with expressing ideas.		
5	Love of Reading Campaign / Reading Engagement	A-5.Rocketship Mateo Sheedy will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity, celebrating reading growth on STEP assessments, celebrating Read Across America week, and incorporating reading into social emotional learning.	\$22,157	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

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

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal demonstrate the seriousness of which we approach ensuring that our students are being taught by high-level instructors.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to their own copies of standards aligned instructional materials for use at school and at home	100%				100%
Number/% of total and EL teachers credentialed & properly assigned	100%				100%
% of adopted standards including ELD standards implemented	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	B-1. Professional Development is a critical component of the RMS program. We will continue to implement a comprehensive program of	\$169,673	Y

professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We are planning for provision of virtual professional development as needed in the event of future closures. We will adapt the content of professional development for 21-22 and beyond as needed, given increased academic needs of our students due to COVID-19, and we will adjust summer professional development for 2021 to better prepare teachers and leaders to meet the needs.

Summer PD

Each summer, RMS hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Thursday PD

Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers.

Professional Development Fund

Rocketship Mateo Sheedy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RMS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to

		continue working at Rocketship where their development is made a priority.		
2	Assessments	<p>B-2.</p> <p>Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include:</p> <ul style="list-style-type: none"> • Three rounds of cumulative assessments • Two-Three rounds of Humanities and Science interims • NWEA three times per year (K-2), NWEA two-three times per year • STEP or Fountas & Pinnell at least four times per year • State-mandated CAASPP • Alternative state assessments SANDI and CAA for students with severe cognitive disabilities • State-mandated EL Testing (ELPAC) • Alternative ELPAC for English Learners with severe cognitive disabilities <p>If schools are unable to open and continue with distance learning at any point, we will adjust plans as needed.</p>	\$11,050	Y
3	Data Days	<p>B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RMS will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.</p>	\$37,048	Y
4	Coaching	<p>B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. Rocketship Mateo Sheedy teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.</p>	\$184,275	Y
5	Teacher Credentialing	<p>B-5. Our team will continue to ensure 100% of our teachers are in compliance. As mentioned due to COVID-19 there are a lot of</p>	42,000	N

		<p>questions around when teachers will be able to take tests. Therefore, we must continue to support them with studying so that once tests centers do open they are prepared to be successful. In addition, we will continue partnering with a credential program so that teachers who are currently eligible to be on an Intern Credential (passed their tests) can focus on earning their Preliminary Credential. We are excited to see even more people be able to enroll in 21-22.</p>		
6	Culturally Responsive Pedagogy	<p>B-6. RMS is committed to cultural competence in honoring and welcoming our student's community and elevating our curricula to be more and more representative and culturally competent. We also recognize that in order to build cultural competence at our school, we must invest in a multi-year training effort. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons. The new Thematic Units will celebrate diversity and leverage student's cultural capital to guide student discussions.</p>	\$0	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
3	School environment will be safe and welcoming for all students.

An explanation of why the LEA has developed this goal.

Creating a safe environment for our students is one of our top priorities and in this coming year as we welcome our students back after the pandemic school closure, it will be even more important for our families and students to feel that our school is a safe place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do facilities meet the “good repair” standard	Met				Met
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.				75%
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	BOM	C-1. Rocketship Mateo Sheedy employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival	\$107,000	Y

		<p>and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. This position is critical to meeting our school's and the state's goals for student safety and maintaining facilities. In order to support our BOM in these critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.</p>		
2	School Maintenance	<p>C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff.</p> <p>Rocketship Mateo Sheedy will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom.</p> <p>We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site.</p> <p>Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.</p>	\$66,365	N
3	Custodial Services and Supplies	<p>C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.</p>	\$76,800	N

4	Operations Specialists	C-4.Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We continue to invest in the development and professional development of our Operations Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school professional development sessions depending on the topic.	\$310,000	Y
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Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 4

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

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student feel connected to at least one staff member (As measured by student survey)	No data due to pandemic school closure				75%
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	81%				85%
Portion of parents with input into decision making (Parent survey participation rate)	100%				90%
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All Students: 8.7% English Learners: 7%				9%

	<p>Low Income: 9.6%</p> <p>Students with Disabilities: 14.6%</p> <p>Asian: 20%</p> <p>Black or African American: 2.2%</p> <p>Hispanic/Latinx: 9.2%</p>				
Suspension rate for all students and all significant subgroups	<p>2018-19</p> <p>All Students: 1%</p> <p>English Learners: 1.6%</p> <p>Low Income: 0.8%</p> <p>Students with Disabilities: 2.3%</p> <p>Asian: 0%</p> <p>Black or African American: 0%</p> <p>Hispanic/Latinx: 1.2%</p>				0.5%
Expulsion rate for all students and all significant subgroups	<p>2018-19: 0%</p>				0%
Average Daily Attendance	<p>2018-19: 95.8</p>				95%
% of students with access to a broad course of study	<p>100%</p>				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enrichment	D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, interest clubs 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 students in Special Education, this can be an especially motivating and engaging portion of their day.	\$282,500	Y
2	Field Trips	D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go to Groveland, CA for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	\$35,887	Y
3	Social Emotional Learning	D-3. Rocketship Mateo has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. PBIS will be one of our main priorities this year. We will focus on improving the fidelity of the practices across all spaces--classrooms, recess, and enrichment--so that we are creating a positive environment and culture with consistency. One key component of PBIS is implementing a	\$87,539	Y

socio-emotional learning (SEL) curriculum. We implement the Shortest Distance, an internally created curriculum, across all grades. This involves daily SEL lessons in all classrooms. These allow for more community and culture building within a class. The goal of these curricula is to help students build toward the 5 social emotional competencies of self awareness, self management, social awareness, relationship skills, and responsible decision making, as well as encompassing the social justice standards of identity, diversity, justice, and action. This school year we formed a working group to audit the curricula with a DEI lens to continue to ensure we have representation across race, ability, ethnicity and representation. We had a group of 20 employees from across our 4 regions, across roles (i.e. enrichment coordinators, teachers, school leaders, mental health professionals, and learning lab specialists). This past year we implemented ""Smart Start"" components into the curricula. These derive from Conscious Discipline and Responsive Classroom, two formative resources for SEL and PBIS practices. These are common routines that will be used by all teachers as appropriate in the day to go over expectations, a class-created ""class creed,"" a ""feelings check,"" and a ""wishing well"" component--thereby promoting positive culture and SEL skills. The ""Smart Start"" component is a conscious effort to plan ahead for students returning after a year of closures with potentially higher needs and trauma. The routines will support them in the transition back to in-person learning.

We also utilize mental health professionals for individual student support and providing small group support working with the SEL curriculum. This year we will be increasing our tiers of support. We are adding a Mental Health Provider intern program to our already existing Mental Health Provider team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students. We are expanding our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigrational, and other various services at each of our 13 Bay Area school sites. This program will be an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. The team of providers will work to gain family and community engagement by securing partnerships & resources for adults in relation

		to educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, etc. The Community of Schools program will also work to design a program to address chronic absenteeism.		
4	Care Corps	D-4. In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff will regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff will follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn.	\$75,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 5

Goal #	Description
5	Rocketship families are engaged in their students' education.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Parent involvement is a cornerstone of our school model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents are involved (% parents on track to complete participation hours; set as less than 100%)	88%				90%
% Home visits completed	95%				95%
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	86%				90%

Actions

Action #	Title	Description	Total Funds	Contributing
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1	Family involvement	<p>E-1. Community Events: RMS hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RMS invests in family appreciation items and provides a materials budget. In the coming year, we will be offering additional resources, education and opportunities such as workshops and classes.</p> <p>Family Volunteer Opportunities: Rocketship Mateo Sheedy family members will be encouraged to volunteer with their students to help tighten the link between the families and the school. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will continue to expand and adapt the volunteer options and events in order to be inclusive of working family members and to accommodate for times when COVID-19 may not allow for family members to volunteer on campus.</p> <p>In addition to these components, we will be expanding our work with our school-based parent groups to deepen advocacy in their communities. We will intentionally bring a Diversity, Equity and Inclusion (DEI) lens to our work with families. We will bring increased sensitivity to the phrasing and framing of our communication and events to be fully inclusive of and responsive to the realities and needs of our families. To this end, we will be looking at the communication, timing, and contents of our events and opportunities and continually seeking input from families to refine our program.</p>	\$15,320	N
2	Family Outreach	<p>E-2. Rocketship Mateo Sheedy provides many opportunities throughout the school year for families to interact with RMS staff. The school offers monthly forums (i.e., Cafecitos) for families to provide feedback as well as learn in depth about school activities. This enables families to become a more active participant in their child's education.</p> <p>We also survey our families annually. We analyze the data and meet with families to review the results and seek further input on the actions moving forward.</p> <p>We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership.</p>	\$8,125	Y

		<p>We are seeking family input on what their needs are in the current COVID-19 challenges. We are seeking to find out what resources and what aspects of the school experience are most important to them in addition to getting their continued feedback on what we currently provide.</p>		
3	School Leadership Team	<p>E-3. Rocketship Mateo Sheedy's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager, serves as the leaders of the school community. They are responsible for ensuring that a culture where families are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all family engagement goals and responsive to family input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to families through written, social media, and other forums.</p> <p>As we continue to develop the Care Corps program, school leaders will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.</p>	\$82,175	N
4	Los Dichos	<p>E-4. Los Dichos is a parent, family, and community engagement activity where family members read stories of Latino origin as a part of a literature-based program. The books read are bilingual and teach students about the Latino culture and values. Each one has a dicho, or saying, that reflects the story. After reading the bilingual book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values.</p> <p>The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Project Cornerstone staff. They then meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.</p>	\$5,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.83%	\$741,286

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that English Learners are at the Green level for ELA and Math. We find that Socioeconomically disadvantaged students are at the Blue level for ELA and the Green level for Math. We had low performance in 2019 on the English Learner Progress Indicator, with 39.4% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 9.8%.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Rocketship Delta Prep student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Days are professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students.

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 5 points growth in ELA and 3 points growth in Math within the next three years (see expected outcomes in Goal 1), a high level English Learner Progress and at least a 15% English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students were at Green level for Suspensions and English Learners were at the Yellow level for Suspensions. For Chronic Absence, English Learners were at the Green level and Socioeconomically disadvantaged students were at the Orange level.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. We provide Enrichment opportunities and field trips to support the development of the whole child. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement.

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Rocketship Mateo Sheedy community. We will also measure progress toward high attendance and low chronic absenteeism (see above).

C- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Family Outreach

Expected Outcomes

By implementing a comprehensive Family Outreach program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around family perceptions of their satisfaction with the school, family participation in various events and opportunities, and the percent of our students' homes we are able to visit at the beginning of each school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Academic Growth and Achievement

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

The personalized learning action increases the amount of technology, tech support, online learning platforms, leveled libraries, learning lab materials and instructional materials available to English learners, low income students, and foster youth so that they can successfully engage with the right content at the right time according to their needs and varying levels. Reading engagement adds funding for materials and supplies to support a school-wide reading initiative that fosters love of reading and reading growth above and beyond the ELA curriculum to provide additional support for our low income, English learners, and foster youth to grow as readers. Professional development and coaching actions add staffing and materials in support of expanded professional development opportunities and teacher coaching provided to all teachers, totaling about 4 hours per week, to ensure that teachers are supported to effectively meet the needs of our low income students, English learners, and foster youth. The actions for assessments and data days add assessment systems, staffing, and related materials to our program in order to provide accurate and actionable data on the learning progress and needs of our low income students, English learners, and foster youth and to dedicate time and expertise to the effective use of that data.

Climate and Culture

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

The Business Operations Manager action expands the staffing at our school in order to provide our low income students, English learners and foster youth an additional highly trained leader on campus dedicated to ensuring a safe and supportive school climate, smooth operations, and effective outreach for student engagement. The Operations Specialists add additional staffing in support of functions that are particularly beneficial to our low income students, English learners and foster youth. They ensure that school nutrition is well implemented, that recess and lunchtime activities are productive and positive, and that outreach for student support and re-engagement is timely and effective. The enrichment and field trips actions bring additional opportunities to our low income students, English learners, and foster youth by adding opportunities for learning beyond the core curriculum and in the community. Social emotional learning action adds staffing and resources in order to create and implement a comprehensive program in Social Emotional Learning and mental health supports to ensure that our low income students, English learners, and foster youth are supported not just academically but holistically, and that mental health support is available to them as needed.

Family Engagement

Family Outreach

Family Outreach adds staffing time devoted to engaging with families so that families of our low income students, English learners, and foster youth. This action supports the building of strong family-school relationships in support of students through such initiatives as home visits, opportunities and events for families, and outreach.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,165,354	\$ 1,535,243
LEA-wide Total:	\$ 1,165,354	\$ 1,535,243
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Standards-Aligned Instruction & Materials	LEA-wide		RMS	\$ 14,052	\$ 14,052	No
1	1		LEA-wide		RMS	\$ 19,510	\$ 29,510	No
1	1					\$ -	\$ -	
1	1					\$ -	\$ -	
1	1					\$ -	\$ -	
1	2	Personalized Learning	LEA-wide	EL, Low Income, Foster	RMS	\$ 35,000	\$ 35,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RMS	\$ -	\$ 81,140	Yes
1	2		LEA-wide	EL, Low Income, Foster	RMS	\$ 12,000	\$ 12,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RMS	\$ 9,600	\$ 9,600	Yes
1	2		LEA-wide	EL, Low Income, Foster	RMS	\$ 6,000	\$ 6,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RMS	\$ 25,000	\$ 25,000	Yes
1	2		LEA-wide		RMS	\$ -	\$ 1,800	No
1	2		LEA-wide	EL, Low Income, Foster	RMS	\$ -	\$ 53,750	Yes
1	2		LEA-wide	EL, Low Income, Foster	RMS	\$ -	\$ 107,500	Yes
1	3	Special Education Supports	Limited		RMS	\$ -	\$ 29,689	No
1	3		Limited		RMS	\$ -	\$ 71,932	No
1	3					\$ -	\$ -	
1	3					\$ -	\$ -	
1	3					\$ -	\$ -	
1	4	GLAD Training and Curriculum	LEA-wide		RMS	\$ -	\$ 24,679	No
1	4					\$ -	\$ -	
1	4					\$ -	\$ -	
1	4					\$ -	\$ -	
1	4					\$ -	\$ -	
1	5	Reading Engagement	LEA-wide	EL, Low Income, Foster	RMS	\$ 22,157	\$ 22,157	Yes
1	5					\$ -	\$ -	
1	5					\$ -	\$ -	
1	5					\$ -	\$ -	
1	5					\$ -	\$ -	
2	1	Professional Development	LEA-wide	EL, Low Income, Foster	RMS	\$ 96,324	\$ 96,324	Yes
2	1		LEA-wide	EL, Low Income, Foster	RMS	\$ 58,350	\$ 58,350	Yes
2	1		LEA-wide	EL, Low Income, Foster	RMS	\$ 15,000	\$ 15,000	Yes
2	1					\$ -	\$ -	
2	1					\$ -	\$ -	
2	2	Assessments	LEA-wide	EL, Low Income, Foster	RMS	\$ 11,050	\$ 11,050	Yes
2	2		LEA-wide	EL, Low Income, Foster	RMS	\$ (0)	\$ (0)	Yes
2	2					\$ -	\$ -	
2	2					\$ -	\$ -	
2	2					\$ -	\$ -	
2	3	Data Days	LEA-wide	EL, Low Income, Foster	RMS	\$ 37,048	\$ 37,048	Yes
2	3					\$ -	\$ -	
2	3					\$ -	\$ -	
2	3					\$ -	\$ -	
2	4	Coaching	LEA-wide	EL, Low Income, Foster	RMS	\$ 184,275	\$ 184,275	Yes
2	4					\$ -	\$ -	
2	4					\$ -	\$ -	
2	4					\$ -	\$ -	
2	5	Teacher Credentialing	LEA-wide		RMS	\$ -	\$ 42,000	No
2	5					\$ -	\$ -	
2	5	Culturally Responsive Pedagogy				\$ -	\$ -	
2	5					\$ -	\$ -	
2	5					\$ -	\$ -	
3	1	Business Operations Manager	LEA-wide	EL, Low Income, Foster	RMS	\$ 107,000	\$ 107,000	Yes
3	1					\$ -	\$ -	
3	1					\$ -	\$ -	
3	1					\$ -	\$ -	
3	1					\$ -	\$ -	
3	2	School Maintenance	LEA-wide		RMS	\$ 34,000	\$ 44,000	No
3	2		LEA-wide		RMS	\$ 67	\$ 8,765	No
3	2		LEA-wide		RMS	\$ 13,600	\$ 13,600	No
3	2					\$ -	\$ -	
3	2					\$ -	\$ -	
3	3	Custodial Service and Supplies	LEA-wide		RMS	\$ 56,800	\$ 76,800	No
3	3					\$ -	\$ -	
3	3					\$ -	\$ -	
3	3					\$ -	\$ -	
3	3					\$ -	\$ -	
3	4	Operations Specialists	LEA-wide	EL, Low Income, Foster	RMS	\$ 310,000	\$ 310,000	Yes
3	4					\$ -	\$ -	
3	4					\$ -	\$ -	
3	4					\$ -	\$ -	
3	5	Removed Security Services as action for 21			RMS	\$ -	\$ -	
4	1	Enrichment	LEA-wide	EL, Low Income, Foster	RMS	\$ 157,500	\$ 157,500	Yes
4	1				RMS	\$ -	\$ 125,000	No
4	1					\$ -	\$ -	
4	1					\$ -	\$ -	
4	2	Field Trips	LEA-wide	EL, Low Income, Foster	RMS	\$ 35,887	\$ 35,887	Yes
4	2					\$ -	\$ -	
4	2					\$ -	\$ -	
4	2					\$ -	\$ -	
4	2					\$ -	\$ -	
4	3	Social Emotional Learning	LEA-wide	EL, Low Income, Foster	RMS	\$ 5,039	\$ 5,039	Yes
4	3		LEA-wide	EL, Low Income, Foster	RMS	\$ 30,000	\$ 30,000	Yes

4	3		LEA-wide	EL, Low Income, Foster	RMS		\$	52,500	Yes	
4	3						\$	-		
4	3						\$	-		
4	4	CareCorp	LEA-wide	EL, Low Income, Foster	RMS		\$	75,000	Yes	
4	4						\$	-		
4	4						\$	-		
4	4						\$	-		
4	4						\$	-		
5	1	Parent Involvement	LEA-wide		RMS	\$	15,320	\$	15,320	No
5	1						\$	-		
5	1						\$	-		
5	1						\$	-		
5	1						\$	-		
5	2	Parent Outreach	LEA-wide	EL, Low Income, Foster	RMS	\$	8,125	\$	8,125	Yes
5	2						\$	-		
5	2						\$	-		
5	2						\$	-		
5	2						\$	-		
5	3	School Leadership Team	LEA-wide		RMS	\$	82,175	\$	82,175	No
5	3						\$	-		
5	3	Los Dichos	LEA-wide		RMS		\$	5,000	No	

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,400,878	\$ 226,621	\$ -	\$ 492,067	2,119,566	\$ 1,334,546	\$ 785,020

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards-Aligned Instruction & Materials		\$ 14,052				\$ 14,052
1	1			\$ 19,510			\$ 10,000	\$ 29,510
1	1							\$ -
1	1							\$ -
1	1							\$ -
1	2	Personalized Learning		\$ 35,000			\$ -	\$ 35,000
1	2			\$ -			\$ 81,140	\$ 81,140
1	2			\$ 12,000				\$ 12,000
1	2			\$ 9,600			\$ -	\$ 9,600
1	2			\$ 6,000				\$ 6,000
1	2			\$ 25,000			\$ -	\$ 25,000
1	2						\$ 1,800	\$ 1,800
1	2						\$ 53,750	\$ 53,750
1	2						\$ 107,500	\$ 107,500
1	3	Special Education Supports			\$ 29,689		\$ -	\$ 29,689
1	3				\$ 71,932		\$ -	\$ 71,932
1	3							\$ -
1	3							\$ -
1	3							\$ -
1	4	GLAD Training and Curriculum					\$ 24,679	\$ 24,679
1	4							\$ -
1	4							\$ -
1	4							\$ -
1	4							\$ -
1	5	Reading Engagement		\$ 22,157				\$ 22,157
1	5							\$ -
1	5							\$ -
1	5							\$ -
1	5							\$ -
2	1	Professional Development		\$ 96,324				\$ 96,324
2	1			\$ 58,350				\$ 58,350
2	1			\$ 15,000				\$ 15,000
2	1							\$ -
2	1							\$ -
2	2	Assessments		\$ 11,050			\$ -	\$ 11,050
2	2			\$ (0)			\$ -	\$ (0)
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	3	Data Days		\$ 37,048				\$ 37,048
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	4	Coaching		\$ 184,275				\$ 184,275
2	4							\$ -
2	4							\$ -
2	4							\$ -
2	4							\$ -
2	5	Teacher Credentialing					\$ 42,000	\$ 42,000
2	5	Culturally Responsive Pedagogy						\$ -
2	5							\$ -
2	5							\$ -
3	1	Business Operations Manager		\$ 107,000			\$ -	\$ 107,000
3	1							\$ -
3	1							\$ -
3	1							\$ -
3	2	School Maintenance		\$ 34,000			\$ 10,000	\$ 44,000
3	2			\$ 67			\$ 8,698	\$ 8,765
3	2			\$ 13,600				\$ 13,600
3	2							\$ -
3	2							\$ -
3	3	Custodial Service and Supplies		\$ 56,800			\$ 20,000	\$ 76,800
3	3							\$ -
3	3							\$ -
3	3							\$ -
3	3							\$ -
3	4	Operations Specialists		\$ 310,000				\$ 310,000
3	4							\$ -
3	4							\$ -
3	4							\$ -
3	4							\$ -
3	5	Removed Security Services as action for 21		\$ -				\$ -
4	1	Enrichment		\$ 157,500				\$ 157,500
4	1				\$ 125,000			\$ 125,000
4	1							\$ -
4	1							\$ -
4	2	Field Trips		\$ 35,887				\$ 35,887
4	2							\$ -
4	2							\$ -
4	2							\$ -
4	2							\$ -
4	3	Social Emotional Learning		\$ 5,039				\$ 5,039

4	3		\$ 30,000		\$ 30,000
4	3			\$ 52,500	\$ 52,500
4	3				-
4	3				-
4	4	CareCorp		\$ 75,000	\$ 75,000
4	4				-
4	4				-
4	4				-
4	4				-
4	4				-
5	1	Parent Involvement	\$ 15,320		\$ 15,320
5	1				-
5	1				-
5	1				-
5	1				-
5	2	Parent Outreach	\$ 8,125		\$ 8,125
5	2				-
5	2				-
5	2				-
5	2				-
5	3	School Leadership Team	\$ 82,175		\$ 82,175
5	3				-
5	3	Los Dichos		\$ 5,000	\$ 5,000
5	3				-
5	3				-