

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Alma Academy

CDS Code: 43-10439-0125799

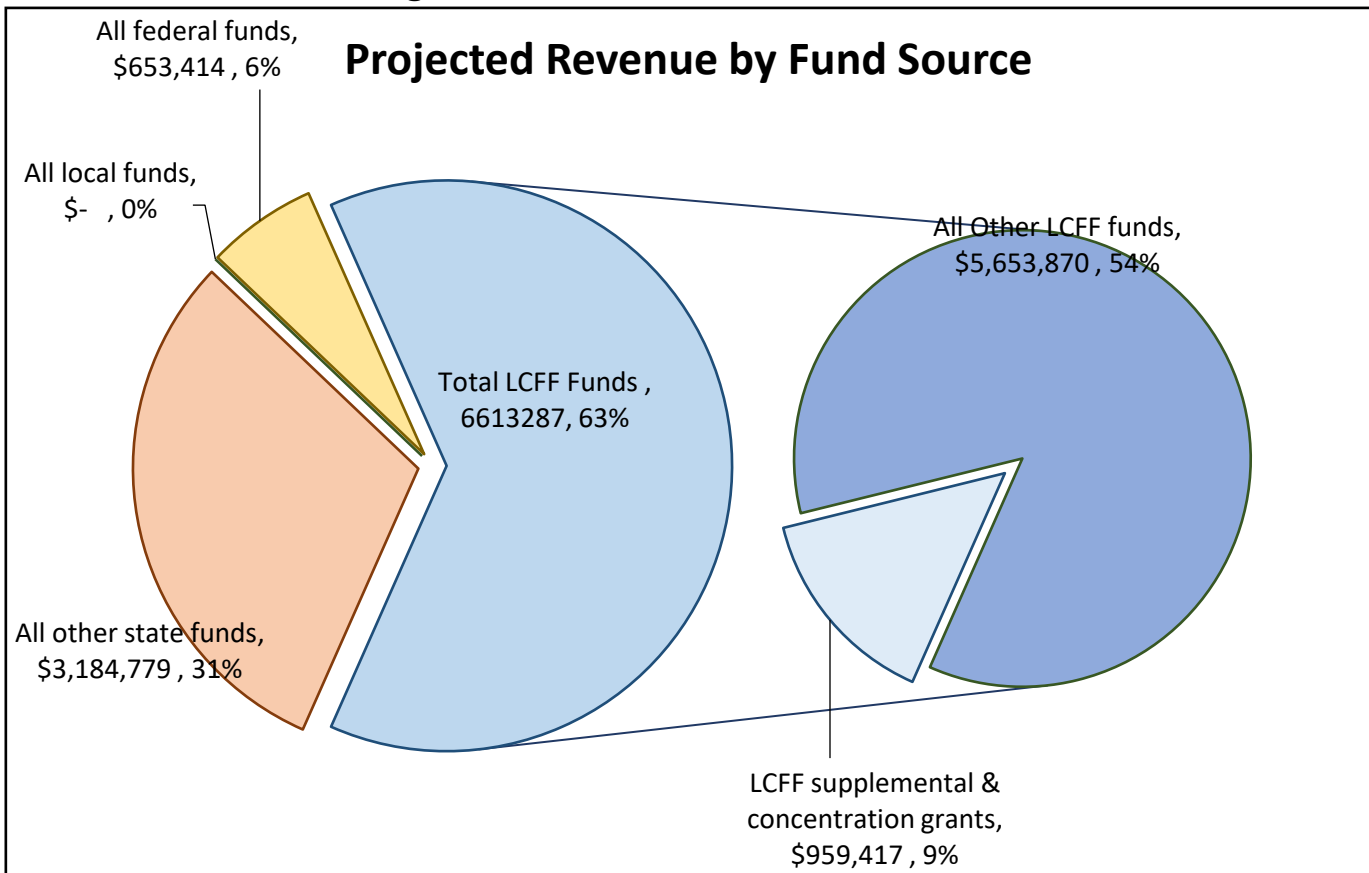
School Year: 2024-25

LEA contact information: Benjamin Carson 501-258-7831 bcarson@rsed.org

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 2024-25 School Year

Projected Revenue by Fund Source

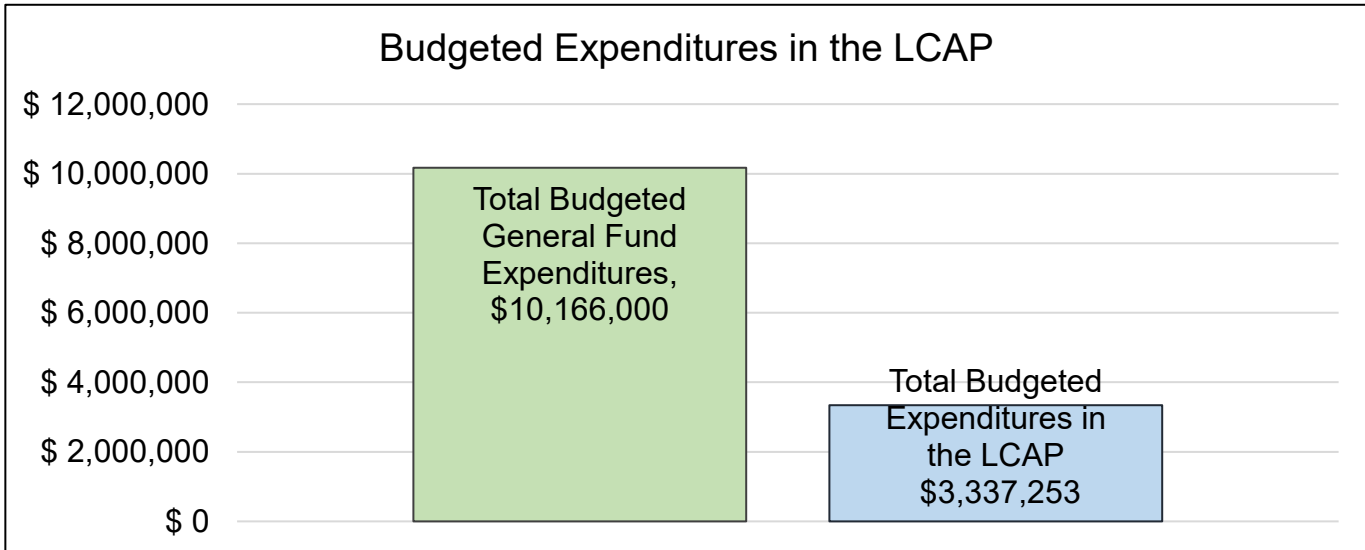


This chart shows the total general purpose revenue Rocketship Alma Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Alma Academy is \$10,451,479.53, of which \$6,613,287.00 is Local Control Funding Formula (LCFF), \$3,184,778.80 is other state funds, \$0.00 is local funds, and \$653,413.73 is federal funds. Of the \$6,613,287.00 in LCFF Funds, \$959,417.00 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 Alma Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Alma Academy plans to spend \$10,166,000.00 for the 2024-25 school year. Of that amount, \$3,337,252.96 is tied to actions/services in the LCAP and \$6,828,747.04 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

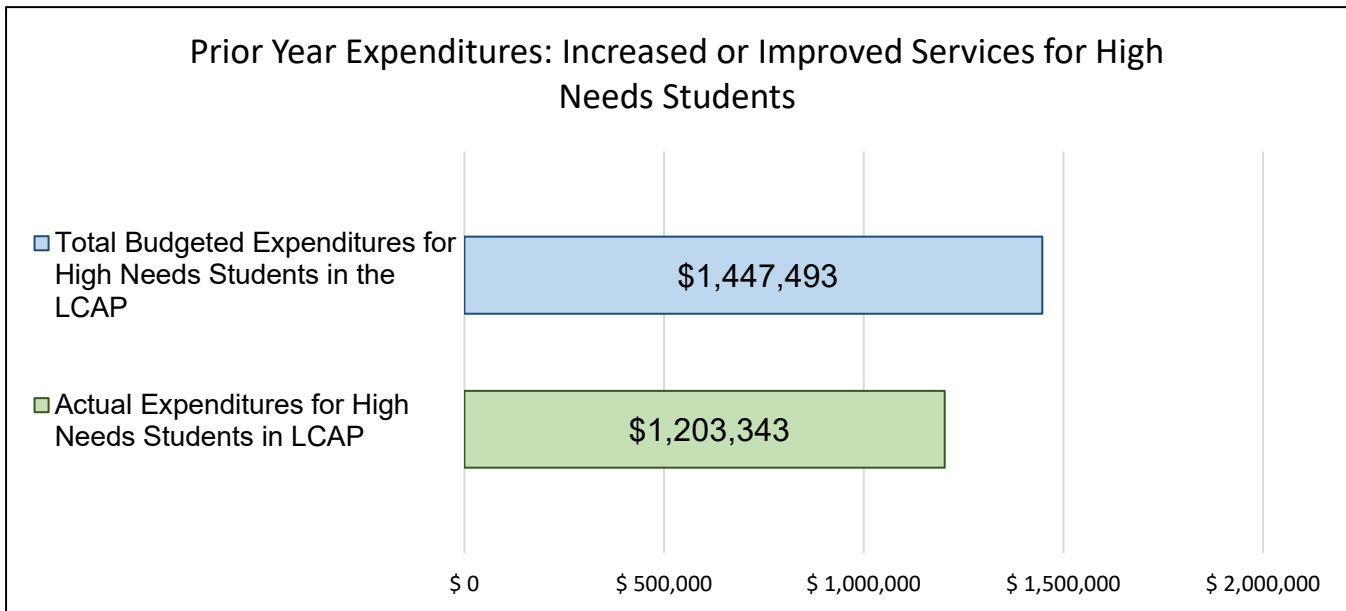
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Rocketship Alma Academy is projecting it will receive \$959,417.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Alma Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Alma Academy plans to spend \$1,868,554.24 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 2023-24



This chart compares what Rocketship Alma Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Alma Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Rocketship Alma Academy's LCAP budgeted \$1,447,493.13 for planned actions to increase or improve services for high needs students. Rocketship Alma Academy actually spent \$1,203,342.79 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$244,150.34 had the following impact on Rocketship Alma Academy's ability to increase or improve services for high needs students:

The estimated actual LCFF Supplemental/Concentration grants total for 23-24 was \$908,453. Estimated actual expenditures for contributing actions were \$1,203,343. So although we did not spend the total amount we had planned (see material differences explanations), actions and services were implemented, and we spent more than the total received for the purpose of this requirement.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Alma Academy	Abel Ibarra, Principal	alma@rsed.org ; 408-931-6838

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. This broad goal addresses state priority 4-Pupil Achievement and 8-Other Pupil Outcomes.

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: 63.1% English Learners: 41.7% Low Income: 61.4% Students with Disabilities: 7.7% Asian: 90.9% Black or African American: 75%	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 56.7% English Learners: 40.3% Low Income: 54.7% Students with Disabilities: 40.9% Black or African American: 64.7% Hispanic/Latinx: 53%	2022-23 All Students: 42.7% English Learners: 25.9% Low Income: 42.5% Students with Disabilities: 20.0% Black or African American: 44.4% Hispanic/Latinx: 39.5%	68% Data Year: 2022-23 Data Source: CA Dashboard

	Hispanic/Latinx: 60.6% Data Source: CA Dashboard		Data Source: CA Dashboard	Data Source: CA Dashboard	
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 65.8% English Learners: 44.1% Low Income: 63.2% Students with Disabilities: 11.5 Asian: 90.9% Black or African American: 83.3% Hispanic/Latinx: 63.8% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 44.2% English Learners: 30.3% Low Income: 42.1% Students with Disabilities: 28.6% Black or African American: 62.5% Hispanic/Latinx: 39% Data Source: Data Quest	2022-23 All Students: 44.9% English Learners: 32.2% Low Income: 44.7% Students with Disabilities: 20.8% Black or African American: 55.6% Hispanic/Latinx: 41.0% Data Source: Data Quest	69% Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 13% English Learners: 0% Low Income: 14.3% Students with Disabilities: 0% Hispanic/Latinx: 9.1% Data Source: Data Quest	N/A	2021-22 All Students: 35.8% English Learners: 20% Low Income: 33.3% Hispanic/Latinx: 36.4% Data Source: Data Quest	2022-23 All Students: 39.3% English Learners: 16.7% Low Income: 41.3% Hispanic/Latinx: 32.7% Data Source: Data Quest	All Students: 18% English Learners: 18% Low Income: 18% Students with Disabilities: 18% Asian: 18% Black or African American: 18% Hispanic/Latinx: 18% Data Year: 2022-23 Data Source: Data Quest

Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.71 Data Source: NWEA MAP	1.39 Years Data Year: 2021-22 Data Source: NWEA MAP	1.06 Years Data Year: 2022-23 Data Source: NWEA MAP	.84 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.79 Data Source: NWEA MAP	1.38 Years Data Year: 2021-22 Data Source: NWEA MAP	1.28 Years Data Year: 2022-23 Data Source: NWEA MAP	.88 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 54% Data Source: CA Dashboard	47.4% Scoring Level 3 or 4 on ELPAC Data Year: 2020-21 Data Source: DataQuest (2019-20 ELPAC test suspended due to COVID, no prior year score for ELPI calculations)	2021-22: 51.2% Data Source: CA Dashboard	2022-23: 31% Data Source: CA Dashboard	High (Green) on current status of dashboard 55% Data Year: 2022-23 Data Source: CA Dashboard
EL Reclassification Rate	2019-20: 9.1% Data Source: CA Dashboard	0.0% (due to COVID assessment and instruction interruptions) Data Year: 2020-21 Data Source: DataQuest	7% Data Year: 2022-23 (As of 3/15/23) Data Source: SIS Demographics	3.1% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Demographics	15% Data Year: 2023-24 Data Source: SIS Demographics

		4.2% Data Year: 2021-22 (As of 4/15/22): Data Source: SIS Demographics			
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Goal Analysis

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.

All Goal 1 actions were implemented as planned except, in 1.4 Services to Support Emerging Bilingual Students, we did not implement the support plan framework for newcomers. However, we differentiated our curriculum for newcomers, and we provided p.d. for our teachers on newcomer strategies. In 1.5 Love of Reading we used DIBELS in place of STEP to measure reading levels Successes and Challenges: In 1.1 Common Core-Aligned Instruction & Materials, we adopted a new curriculum for math and for reading. The math curriculum is conceptually based, and the reading program is based on the science of reading. The adoption has been a success. A related challenge has been, given the new curriculum, how we personalize instruction for students. We reflected mid-year on our implementation and made some adjustments to small-group instruction and student 1-to-1 coaching. In 1.1, with the new external curriculum, finding ways to personalize instruction has been an ongoing process. We started to infuse guided reading within the curriculum. As we are using the new curriculum, we use the assessment data to make groups. We have incorporated some supplemental resources to address needs seen in the data. In 1.2 Personalized Learning, we are in Year 1 implementation of a new district curriculum. A success was that all teachers and leaders received professional development on the new curriculum and are implementing year one. A related challenge we anticipate is the need for support beyond year one, and we are considering how to develop additional professional development for continued support of the implementation and rollout. In 1.3 Special Education Supports, we had success in gathering cross discipline/provider aligned recommendations for students to ensure all providers are working on the full picture for increased student achievements. A related challenge has been the need for cross discipline/team assessment calendars. At times it is difficult to align all providers on a date. In 1.4 Services to Support Emerging Bilingual Students, a success to celebrate is that not only is designated ELD happening with fidelity, but based on school site observation and network observation data, it is occurring with higher quality instruction than ever before, responding to our focus on Principle 2 of the EL Roadmap. In addition to observation data, our Multilingual Learner leads, the school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the programs on their campuses. In terms of challenges for 1.4, we had planned a rollout of universal strategies to support Tier One instruction. Regional observation showed it was not a strong rollout, and we can do better next year. We plan to either go back to GLAD (Guided Language Acquisition Design) strategies implementation, which is more familiar, or to increase focus on implementation roll out for universal strategies. In 1.5 Love of Reading, our change from STEP to DIBELS made it difficult to know our student reading levels. We successfully implemented Drop Everything and Read (DEAR), and students continued to receive leveled reading options so that they always have two books with them. In the second half of the year, we implemented a cohort reading bingo, with a card posted on the wall with the opportunity for students to fill up the card through instances of reading as an everyday activity, and a reward for filling up the card. Students really enjoyed this initiative, and we saw more and more students with books reading in the halls in the morning before class and at lunch. Teachers also were excited to participate and see the success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.1, Common-Core aligned instruction and materials, there was a material difference (-\$13,526) because core curriculum expenses were lower than planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 1.1 Common Core-aligned instruction & materials, 1.2 Personalized Learning, 1.3 Special Education Supports, and 1.5 Love of Reading Campaign actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we approached our targets. We began implementing new curricula for reading and math in 2023-24. In the curriculum rollout, under Action 1.1, our goal for this year was to know we are implementing with fidelity. We expect to see and evaluate the results after a full year of implementation. Our internal data points for this year are around implementation, and results show strong implementation, supporting the effectiveness of the action. We are planning for further implementation support in the 24-25 school year as well.

In 1.4 Services to Support Emerging Bilingual Learners, our annual goal is for 15% of students to meet all required criteria for reclassification each year. We also strive for at least 55% of students to demonstrate progress on the English Learner Progress Indicator (ELPI). In 2023, we had 31% of students making progress in the English Learner Progress Indicator. In 2023-24, as of 3/29/24, we had a reclassification rate of 3.1%. Data showing the full impact of this year’s LCAP goals and initiatives will be available in the summer. But our 23-24 internal observation data on implementation of ELD shows the highest quality implementation yet. Based on this information, we believe the action toward the goal was somewhat effective. In order to accelerate progress, we plan to continue this work and to either increase the focus on universal strategies for Tier One instruction or return to GLAD strategies implementation, which is under consideration.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. In 1.1 and 1.2, we added information about the adoption and implementation of a new Tier 2 Intervention curriculum. In 1.4 we added information on our ELD implementation for 24-25 within the context of a multi-year focus on the EL Roadmap. In 1.5 we changed the title to align with current initiatives.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

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% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
Number/% of total and EL teachers credentialed & properly assigned	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
% of adopted standards including ELD standards implemented	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 2 actions were implemented as planned except, in 2.2 Assessments, the first two bullet points did happen as planned, but we now use the term state test primer instead of interim assessments, and we used DIBELS instead of STEP and Fountas and Pinnel in order to better align to our curriculum. Successes and Challenges: In 2.1 Professional Development, a success was that our P.D. directly supported implementation of the new curriculum across all spaces. We partnered with external organizations to make this come to life. We held a mix of school-based and network regional p.d. In 2.1, a challenge was in differentiating for teachers, given we were all starting with the new curriculum (so that new vs. experienced teachers all had the same p.d.). One of the greatest successes in 2.2 Assessment was that we had highly experienced internal ELPAC proctors through strong staff retention. This was a great benefit for our students. In 2.2 Assessment, we wish we could have more internal proctors, but we do still have to use some external proctors. In 2.3 Data Days, our data analysis has led to gains in % of students on track in reading levels and to increases in end of unit module assessments as well. In 2.3 Data Days, it was challenging to adapt to some of the new reporting structures with the new curriculum, which reports would be most useful to incorporate. Our reading assessment, mCLASS, tracks across major skills, but doesn't give us specifics to the letter, so we learned we had to supplement. In 2.4 Coaching, we successfully leveraged regional cluster common planning to bring together grade levels. We also held successful leadership development clinics for site leaders to opt into. Additionally, we found success in the creation of a core block coaching look-fors playbook to guide coaching. In 2.4 Coaching, it was a challenge to adjust our intellectual prep structures to account for teachers' increased need for time to internalize new curriculum. In 2.5 Credentialing, We have seen many of our teachers pass their required tests and continue to support staff still working to meet program enrollment requirements. In terms of challenges, we have determined that National University is not the optimal partner for our Intern teachers. We will be directing new staff that require program enrollment to Reach University instead. In 2.6 Culturally Responsive Pedagogy, we saw success in holding in person Los Dichos to bring in families to read with students on a monthly basis. We also held academic community meetings to unpack the curriculum, discuss progress with families, and align on strategies to support our Rocketeers. We found success in providing windows and mirrors for Rocketeers through our classroom libraries and text selection. In 2.6 Culturally Responsive Pedagogy, a challenge was in adjusting to find high leverage places for personalization and modification for our new curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.2 Assessments, there was a material difference (\$5,344) because of increased expenses due to additional substitutes for testing. In 2.5 Teacher Credentialing there was a material difference (-\$15,274) because of fewer credentialing expenses due to teacher staffing shortages and lesser need vs. initial plan.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1). The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. We combined the previous Assessment and Data Days actions into 2.2 Data Driven Instructional Practices to better capture the data cycle. In 2.4 we updated the description to reflect our new partnership with Reach University and our work to strengthen our internal career pathway, also in partnership with Reach. In 2.5, we updated the description to more succinctly reflect our ongoing implementation of culturally responsive pedagogical practices.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

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 Data Year: 2019-20 Data Source: Local Indicators	Met Data Year: 2020-21 Data Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure	90% Data Year: 2021-22 Data Source: Internal Survey	83% Data Year: 2022-23 Data Source: Internal Survey	82% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey

% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure	95% Data Year: 2021-22 Data Source: Annual Parent Survey	85% Data Year: 2022-23 Data Source: Annual Parent Survey	90% Data Year: 2023-24 Data Source: Annual Parent Survey	85% Data Year: 2023-24 Data Source: Annual Parent Survey
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Goal Analysis

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.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Business Operations Manager, based on our internal metrics for operations systems, we improved operations significantly this year. Highlights of this success include improvements in safety, joy, and efficiency at recess. In 3.2 School Maintenance, we successfully installed controlled access systems. In 3.4 Operations Specialists, on our family survey, we evaluated the safety and effectiveness of drop off and pick up procedures and perceptions of the extent to which our school provides a safe learning environment. We surveyed in Fall 2023 and again in December 2023, and we saw improvement and 80%+ satisfaction in these categories. In 3.1 Business Operations Manager, we had a challenge in traffic safety, due to our campus being situated on main roads. We had to change some arrival and dismissal systems to better protect our community from reckless drivers. This has been challenging in the need to collaborate with the city. We have implemented adjustments, but the process is ongoing. The city is collecting data before they move forward with further interventions. In 3.2 School Maintenance, this year we expanded our network team for facilities maintenance. Although we successfully added one staff member, we struggled to fill the third role, which impacted our ability to address all needs in the most expeditious manner possible.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.3 Custodial services and supplies, there was a material difference (\$28,940), with costs being higher than initially planned due to hiring contracted costs this year, and additional cleaning and disinfecting.

In 3.4 Operations Specialists there was a material difference (\$130,685) due to additional operations support needed, and hourly rates higher than planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The School Maintenance action was effective as evidenced by the Do facilities meet the “good repair” standard: Met.

The Business Operations Manager, Custodial Services & Supplies, and Operations Specialists actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 82% and % of families feel campus is safe: 90%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work.

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.

In 3.1 we updated the action to include the Operations Specialist role in addition to the Business Operations Manager. In 3.2 we added janitorial services to the description so the action will encompass maintenance and janitorial. In 3.3, we shifted the focus from janitorial services to safety trainings. In 3.4 we shifted the focus to describe systems of staff development and continuous improvement in operations.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 3-Parent Engagement; 5-Student Engagement; 6-School Climate; and 7-Course Access.

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 2020-21 data due to pandemic school closure	87% Data Year: 2021-22 Data Source: Internal Survey	83% Data Year: 2022-23 Data Source: Internal Survey	82% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	89% Data Year: 2020-21 Data Source: Annual Parent Survey	90% Data Year: 2021-22 Data Source: Annual Parent Survey	83% Data Year: 2022-23 Data Source: Annual Parent Survey	87% Data Year: 2023-24 Data Source: Annual Parent Survey	90% Data Year: 2023-24 Data Source: Annual Parent Survey
Portion of parents with input into decision making (Parent survey participation rate)	100% Data Year: 2020-21 Data Source:	51% Data Year: 2021-22 Data Source:	100% Data Year: 2022-23 Data Source:	91% Data Year: 2023-24 Data Source: Annual Parent Survey	90% Data Year: 2023-24 Data Source:

	Annual Parent Survey	Annual Parent Survey	Annual Parent Survey		Annual Parent Survey
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All Students: 14.9% English Learners: 11.6% Low Income: 15.7% Students with Disabilities: 15.4% Asian: 6.5% Black or African American: 28.6% Hispanic/Latinx: 14.4% Data Source: CA Dashboard	All Students: 40.1% English Learners: 39.1% Low Income: 38.4% Students with Disabilities: 28.6% Asian: 16% Black or African American: 27.7% Hispanic/Latinx: 39.1% White: 16% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports	All Students: 35.7% English Learners: 32.0% Low Income: 32.8% Students with Disabilities: 33.9% Black or African American: 21.4% Hispanic/Latinx: 37.5% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Attendance Reports	All Students: 27.8% English Learners: 28.7% Low Income: 26.0% Students with Disabilities: 30.6% Homeless: 51.1% Asian: 0.0% Black or African American: 11.4% Hispanic/Latinx: 29.5% White: 47.1% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Attendance Reports	All Students: 10% English Learners: 10% Low Income: 10% Students with Disabilities: 10% Asian: 10% Black or African American: 10% Hispanic/Latinx: 10% White: 10% Data Year: 2023-24 Data Source: SIS Attendance Reports
Suspension rate for all students and all significant subgroups	2018-19 0% Data Source: CA Dashboard	0% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Discipline Reports	0% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Discipline Reports	All Students: 0.5% Data Source: SIS Discipline Reports
Expulsion rate for all students and all significant subgroups	2018-19: 0% Data Source: CA Dashboard	0% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Discipline Reports	0% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 Data Source: SIS Discipline Reports
Average Daily Attendance	2018-19: 95%	90.8%	90.7%	92.4%	95% Data Year: 2023-24

	Data Source: SIS Attendance Reports	Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports	Data Year: 2022-23 (as of 4/7/23)	Data Year: 2023-24 (as of 3/29/24)	Data Source: SIS Attendance Reports
% of students with access to a broad course of study, including unduplicated students and students with exceptional needs	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 4 actions were implemented as planned except, in 4.3 Social Emotional Learning, we had a Wellness Counselor, but we did not add the Wellness Counselor Intern. Successes and Challenges: In 4.1 Enrichment, we had a high enrichment teacher retention rate, suggesting teacher satisfaction, and we were pleased to be able to provide Art, Science, and P.E. We also started an afterschool Folklorico dance club through a family partnership. In 4.2 Field Trips, we successfully had every single 4th and 5th grade cohort at each RPS campus attend science camp this year. We had many successes in 4.4 Care Corps. Our reach of families has grown threefold this year across the network. We have been able this year to increase our caseloads to 15 families per school, every nine weeks, serving those with the most severe needs and high chronic absenteeism. Care Corps is integrated with the attendance escalation process, in collaboration with the Regional Attendance Review Board. Across our 13 CA schools, we serve close to 585 families served per year through case management care coordination services. Staff had weekly check-ins with parents, offered community referrals to organizations to meet needs, referred as needed and paid registration to Parent Project (a series of helpful parent workshops offered through the District Attorney office). Care Corps partnered with our school leadership team to share student progress and provide feedback to leverage support of all stakeholders on campus and communicate how they can additionally support, especially when attendance was affected. One big challenge we experienced in 4.4 Care Corps is that there is a high emotional toll on our team when community partners have insufficient resources to help our students. It is very difficult, when we see that families are living in a car, in a tent, doubled, or tripled up in housing, and we are faced with the lack of housing options in the community to help them. Often this year we found that shelters had wait lists, there were no more hotel vouchers available, and hotline for referrals had a two-week waitlist. Another challenge has been helping parents to ask for resources to meet their own needs which would facilitate care coordination services for the entire family.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 Enrichment, there was a material difference (\$249,670) because after school programming expenses were higher vs. plan.
In 4.2 Field Trips, there was a material difference (\$31,005) because Science camp expenses were higher vs. what was initially planned.
In 4.3 Social Emotional Learning, there was a material difference (-\$25,382) because expenses were below plan due to changes in staffing plans, resulting in fewer expenses for the school based social emotional learning consultants and interventionists. Rocketship instead hired regional Wellness Teachers and Counselors.
In 4.4 Care Corps, there was a material difference (-\$9,856) because Care Corp compensation expenses differed from what was planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (82%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Field Trips actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by Average Daily Attendance

(92.4%), by Chronic Absenteeism rate for all students and all significant subgroups (27.8% overall), and by 87% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–91%). Although the ADA is lower and Chronic absenteeism much higher than in a typical pre-pandemic year, the pandemic continues to bring unprecedented challenges to attendance, and we see that the actions made a big difference in supporting attendance despite this challenge.

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.

In 4.4 we updated the Care Corps description to include the initiatives begun under our Community Schools program.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priority 3-Parent Engagement.

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)	81% Data Year 2020--21 Data Source: Internal HelpCounter Data	90% Data Year 2021-22 (As of 4/22/22) Data Source: Internal HelpCounter Data	98% Data Year 2022-23 (As of 4/14//23) Data Source: Internal HelpCounter Data	100% Data Year 2023-24 (As of 5/3/24) Data Source: Internal HelpCounter Data	90% Data Year 2023--24 Data Source: Internal HelpCounter Data
% Home visits completed	98% Data Year 2020-21	100% Data Year 2021-22	100% Data Year 2022-23	94% Data Year 2023-24	95% Data Year 2023-24

	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	85% Data Year 2020--21 Data Source: Annual Parent Survey	86% Data Year 2021-22 Data Source: Annual Parent Survey	87% Data Year 2022-23 Data Source: Annual Parent Survey	84% Data Year 2023-24 Data Source: Annual Parent Survey	90% Data Year 2023-24 Data Source: Annual Parent Survey

Goal Analysis

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.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1, we had success in surveying families during the summer and then again in Spring to find out what families would like to have in terms of family engagement events. Conducting two surveys instead of the usual one survey allowed for schools to receive feedback, implement it, and seek additional feedback. Based on this data, we implemented cultural celebrations, including celebrations of Hispanic Heritage, Lunar New Year, and Black History. Our priority this year was engaging families through different processes and systems, and our cultural celebrations were a big part of this. We also offered a Zoom option for Cafecitos, and we held some hybrid academic family meetings, which provided additional flexibility for families. We surveyed families on whether orientation was a meaningful experience, and satisfaction was high, another success in family engagement. In 5.1, a challenge we are considering is how to make sure that all of our families are able to come to the events. We wish to engage more of the families that need the most support--for example, families of students that are truant or chronically absent, and not just the same already involved families. In 5.3, a challenge continues to be language barriers for staff when conducting home visits, and we partnered up staff members as needed, and we had an additional challenge in finding sufficient time for home visits since we are once again doing fully in-person home visits. In 5.4 Los Dichos, we have had successful family outreach and participation across our Rocketship schools. Across all 13 schools, we've averaged about ~3 family members per classroom and this exceeds our goal of 2 family members per classroom. We had over 3,600 volunteers between September and March so far! We've improved our curriculum to ensure that all books are accessible in Spanish and Vietnamese (vs Spanish only in the past) to reflect the primary home languages spoken in our schools. A success was the inclusion of a broad range of family members in the program--grandpas, cousins, aunties, uncles. A meaningful experience for everyone, and especially for families who could engage in their primary language. In 5.5 Los Dichos, our increased family engagement has made finding space to hold trainings at our school sites sometimes challenging. We need to work with school leaders to ensure our training space is large enough to hold all family participants. Some schools have higher parent turnout than others, we want to support all schools to have consistent family readers each month. We increased parent participation this year, but the consistency across the year is something we would like to strengthen. In the shorter months, when Los Dichos occurs closer to a recent one, we may not get as many participants.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.2 Family Outreach there was a material difference (-\$1,112), and the variance is the result of lower personnel costs in family outreach versus the budget.

In 5.3 School Leadership Team, there was a material difference(\$21,573) , and the variance is the result of a difference in personnel costs versus the budget

In 5.4 Los Dichos there was a material difference (-\$3,496) because funds were budgeted in case expenses materialized. This is primarily a volunteer program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent involvement and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (100%).

Parent Outreach was effective as evidenced by % Home visits completed (94%)

School Leadership Team was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (84%).

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.

We reorganized our actions within Goal 5 to better align with the facets of our family engagement initiatives. We also added an Attendance Initiatives action to communicate the important work being done to increase or maintain high attendance and reduce chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 Alma Academy	Abel Ibarra, Principal	alma@rsed.org ; 408-931-6838

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Rocketship Alma Academy opened in August 2012, the seventh school in the Rocketship Education network to open in San Jose. The school now serves 515 students in grades TK-5. Approximately 78.1% of the students are socioeconomically disadvantaged, 59.8% are English learners, 85.6% are Hispanic/Latinx, and 7.8% are African-American. Additionally, Rocketship Alma has approximately 11.1% of students who qualify for special education services.

Rocketship Alma 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 Alma’s instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Alma 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.

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At RSA this fifth core value is service. Alma Rocketeers are active citizens in their classrooms, homes, and communities. Our Rocketeers develop a social awareness of the needs that surround them and dedicate their time, energy, and talent to serve those very needs. In doing so, our Rocketeers improve upon their own understanding of the world around them and also seek to improve the lives of others -- not just their own.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Alma 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 be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, 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 Alma Academy 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RSA has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

RSA has identified a need in English Learner Progress (Red, 20.2%). We will address this need by implementing Required Action 1.3 Services to Support Multilingual Students.

RSA has identified a need in English Language Arts for the Students with Disabilities student group (Red, -82.8). We will address this need by implementing Required Action 1.2 Special Education Supports and 1.1 Personalized Learning.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

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.

Rocketship Alma Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Alma Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Alma Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	<p>The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RSA based on the CA School Dashboard for 2023 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP input and consultation on 10/18/23, 1/31/24, and 4/24/24. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. We conducted an RCAB meeting on 5/13/24 to gather more community partner feedback and collaboration around how Care Corps can best support attendance and reduce chronic absenteeism. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 6/4/24.</p> <p>Our board meets quarterly 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 29, 2024. The LCAP was adopted on June 16, 2024.</p>
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings (3/28/23, 9/14/23) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal--Cafecitos (9/8/23, 10/13/23, 11/17/23, 1/26/24, 2/1/24, 2/28/24, 3/29/24, 4/25/24, 4/17/24, 5/24/24), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 4-27).
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (March 4-8).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goal 1:

In our Services to Support Multilingual Learners (Action 1.4), we received feedback from our multilingual families on the need to increase program awareness for families, beginning with what is the process for identifying multilingual families and then what supports are in place

and available for multilingual students, and actions that families can take at home to support their student. As a result of this feedback, we added ELAC ambassadors--a parent representative in the SSC for multilingual families (see Action 5.2 Family Advocacy and Leadership). In 1.4 Services to Support Emerging Bilingual Students, our Multilingual Learner leads, school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the Designated English Language Development programs on their campuses, supporting the effectiveness of this action. Also in this action, teachers are wanting more support for newcomers, which is addressed in 1.4. In 1.5 Rocketship Reads, our students appreciate the opportunity to be celebrated, and they expressed that while they enjoy our end-of-year celebrations, they would like to have more frequent opportunities throughout the year to celebrate their efforts and accomplishments. We updated our 1.5 description to include these celebrations and incentives across the year.

Goal 2:

In High Quality Research Based Curriculum (Action 2.1), we received positive feedback from teachers regarding the extensive resources that come with the new ELA and Math curriculum. Similarly, families appreciate the robust family resources, including communications and videos. Students have shared that they like the use of manipulatives in math learning, and they appreciate the additional time in small group instruction they receive under the new curriculum. Based in part on this feedback, we will be continuing to utilize the new curriculum and look forward to year two of implementation, and we plan to pilot a Tier 1 curriculum for grades 3-5 in hopes that it will have similarly positive results. In 2.2 Professional Development, in the launch of the new curriculum, staff shared they needed more time to learn the curriculum and assessments. In the second half of the year, we were able to identify more planning time. We added lesson rehearsals within p.d. so they could practice using the new curriculum and get feedback. We will continue providing extra planning time and continue the lesson rehearsals. We received teacher feedback pointing to the need to change our teacher preparation program partner (Action 2.4 Teacher Credentialing). We received input from our school leaders, teachers, and staff on the effectiveness of our assessments (2.3 Data Driven Instructional Practices). They are very happy with the high retention of assessment proctors, leading to increased familiarity and stronger skills and knowledge base. We heard similar input from our Multilingual Learner leads. We also got feedback from ETS and our state success agent that we have improved in our implementation. We attribute this success to having in-person training and practice on the technical aspects of the administration. Teachers have appreciated the shorter amount of time it takes to administer reading assessment and the increase in rigor aligned to Common Core of our math assessments. In 2.4 Instructional Coaching, teachers shared that school leaders have been very transparent in communication and want this to continue, and they appreciate the coaching they receive, supporting the effectiveness of this action.

Goal 3:

Based on staff and family feedback, we improved significantly this year in our Operations. Highlights of this success include improvements in safety, joy, and efficiency at recess. Based on this feedback, we plan to continue implementing the actions of Goal 3. In our Fall 2023 family survey, we evaluated safety and effectiveness of our drop off and pick up procedures and our school providing a safe learning environment. We surveyed again in December, and improved and exceeded 80% satisfaction in these categories. This input supported the effectiveness of our Goal 3 actions. RSA families expressed heightened interest in safety. To address this, we strengthened safety protocols and communication, and we created an action focused on Safety (3.3 Safety Training) within the Operations Goal 3.

Goal 4:

ELAC members expressed interest in and support for our SEL practices, supporting the effectiveness of and importance of continuing 4.3 Social Emotional Learning. The Care Corps team continually seeks input from families on any help needed in meeting basic needs, and family input continues to show a great need among families for services such as food, shelter, medical, and other resources. In response, we

expanded our Care Corps program and integrated the Community Schools program with it so that we can support more families with wrap-around services (Care Corps Action 4.4).

Goal 5:

During the implementation of the new Math and Reading curriculum described in Goal 1, Action 1, we heard from families that although there is much they appreciate about the program, some of the content is taught in ways different than they learned it. To address this, we're having academic community meetings about the curriculum and sharing ways parents can support students at home, as part of Family Engagement (Action 5.1). In 23-24 we added a fall mini-survey in addition to our annual Spring family survey. Our intent was to get feedback after the first 30 days of the school year and be able to make timely adjustments before surveying again in Spring. The valuable feedback received led to several plan improvements. First, we plan to continue the fall mini-survey as part of our family engagement. Additionally, we learned that orientation was a meaningful experience for our families, so we plan to continue this event. Next, in asking what additional family engagement events they would like to have, we learned that families would like to have cultural celebrations and themed school spirit events and celebrations. We implemented many cultural celebrations throughout the year along with some thematic, school spirit celebrations, and plan to continue these in the coming year, based on positive family feedback (Action 5.1 Family Engagement). We heard from parents that they wanted more proactive communication. One area of parent-leadership partnership has been around food options. We were able to respond to student and parent feedback desiring different options, and so we have a new vendor starting in 24-25. Parents also expressed that they appreciated the school response to a recent traffic safety incident. They were glad to see all school leaders outside for arrival and dismissal and see us managing traffic. This partnership has been an area we improved in, and families would like us to continue increasing our communication and responsiveness, which we will do through action 5.3 School-Family Partnership.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

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. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	<p>CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: Data Quest</p>	<p>All Students: 42.7%</p> <p>English Learners: 25.9%</p> <p>Low Income: 42.5%</p> <p>Students with Disabilities: 20.0%</p> <p>Black or African American: 44.4%</p> <p>Hispanic/Latinx: 39.5%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>48%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]
1.2	<p>CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: Data Quest</p>	<p>All Students: 44.9%</p> <p>English Learners: 32.2%</p> <p>Low Income: 44.7%</p> <p>Students with Disabilities: 20.8%</p> <p>Black or African American: 55.6%</p> <p>Hispanic/Latinx: 41.0%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>50%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]

1.3	<p>CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: Data Quest</p>	<p>All Students: 39.3%</p> <p>English Learners: 16.7%</p> <p>Low Income: 41.3%</p> <p>Hispanic/Latinx: 32.7%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>44%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]
1.4	<p>Avg Growth Years for Reading on NWEA (K-2)</p> <p>Data Source: NWEA MAP</p>	<p>.84 Years</p> <p>Data Year: 2023-24</p>			<p>1.2 Years</p> <p>Data Year: 2026-27</p>	
1.5	<p>Avg Growth Years for Math on NWEA (K-2)</p> <p>Data Source: NWEA MAP</p>	<p>.88 Years</p> <p>Data Year: 2023-24</p>			<p>1.2 Years</p> <p>Data Year: 2026-27</p>	
1.6	<p>English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))</p> <p>Data Source: CA Dashboard</p>	<p>31%</p> <p>Data Year: 2022-23</p>			<p>55%</p> <p>Data Year: 2025-26</p>	

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	3.1% Data Year: 2023-24(as of 3/29/24)			15% Data Year: 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Personalized Learning	<p>RSA's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Title I funds are used for tutors and teacher assistants who provide small group instruction during the school day in order to fill learning gaps and accelerate learning. 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 Intervention 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 classroom 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 students in Special Education.</p> <p>We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 24-25, we will be in year two of implementing a new Humanities/ELA intervention curriculum. Participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-4 students.</p> <p>Title I Evidence-Based Strategies</p>	<p>\$ 527,513 (\$175,666 Title I)</p>	Yes
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		The Personalized Learning action, as described above, combines adaptive intervention curriculum for learning acceleration with high quality tutoring in a small group setting. These evidence-based educational strategies are designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards. During learning lab time, all students utilize adaptive online learning platforms to fill gaps and accelerate learning. Title I-funded tutors pull small groups of students for tutoring based on assessment data, targeting students most in need of academic support, including low income students, English learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.		
1.2	Special Education Supports	Although RSA runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. 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. This action will support ELA growth and achievement of our Students with Disabilities by providing supports personalized to their needs.	\$ 499,577	No

1.3	Services to Support Multilingual Students	<p>Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to grade 5. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year.</p> <p>Last year 23-24, we built on EL Roadmap Principle 1 and focused on EL Roadmap Principle 2 by investing in intellectual quality of instruction and meaningful access, which included embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helped us identify opportunities to elevate our practices and innovate in services of educational equity.</p> <p>To amplify the implementation of Integrated ELD, we used “Universal Strategies” to provide access to content. Designated ELD focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons were differentiated for newcomers. Teachers also increased their knowledge on newcomers strategies through campus held professional development and modules.</p> <p>We invested in formative assessment to monitor progress towards both of our program goals, making progress towards English proficiency and mastery of grade level standards. We measured student progress in Lexia English (units and levels) to ensure that students stay on track to achieve their ELPAC growth goals. In addition to Lexia English, we used formative assessments aligned to the ELD standards such as piloting the ELPAC Interim Assessments (Writing Domain only in non standardized testing) to measure movement along the language proficiency continuum.</p>	\$ 39,026	No
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		<p>In 24.25 we will continue to build on EL Roadmap Principle 2 by continuing to explicitly teach ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We will revamp our rollout plan for Universal Strategies to strategically respond to the needs of all campuses and provide resources and support for its integration in all learning spaces, and/or elevate teacher practice on GLAD strategies through professional development and coaching support. We will continue to invest in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice.</p> <p>In engaging families of multilingual learners and strengthening our schools' partnership with them, our school will continue to elect an ELAC Ambassador to represent multilingual learners in SSC and other spaces. To develop their knowledge on the multilingual learners program, ELAC Ambassadors will meet three times a year and attend walkthroughs on campus to observe instruction, including social emotional learning. During SSC/ELAC meetings, ELAC Ambassadors will lead the conversation with schools on multilingual learners support and achievement. They will have multiple opportunities to collaborate with their schools to increase at home support, and advocate for high quality instruction. This action has been specifically designed to support the needs of our English learners.</p>		
1.4	Rocketship Reads	<p>Rocketship Alma will implement a Rocketship Reads 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. As students are on track toward their end of year goals, they will be celebrated with recognition and incentives. Students will have two books on their level available at all times for reading. We will implement cohort-based incentives for students reading throughout the day and outside of school.</p>	\$ 116,978	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	High Quality, Research-based Curriculum	<p>The RSA 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. RSA operates an inclusion model and therefore this core 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. RSA 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. For 24-25, we will continue the implementation of the math curriculum and k-2 reading begun in 23-24, and we plan to pilot a Tier 1 reading curriculum for grades 3-5.</p>	\$ 35,815	No
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2.2	Professional Development	<p>Professional Development is a critical component of the RSA program. We will continue to implement a comprehensive program of 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 will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs.</p> <p>Summer PD</p> <p>Each summer, RSA 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, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.</p> <p>Thursday PD</p> <p>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>Professional Development Fund</p> <p>RSA has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSA 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.</p>	\$ 239,827	Yes
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2.3	Data Driven Instructional Practices	<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"> • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS 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) • Initial and summative Alternative ELPAC for English Learners with severe cognitive disabilities <p>Following administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RSA 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>	\$ 72,247	Yes
2.4	Instructional Coaching	<p>The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RSA teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. 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>	\$ 211,642	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that will provide staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 24-25 school year.	\$ 40,986	No
2.6	Culturally Responsive Pedagogy	RSA is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. 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.	\$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the "good repair" standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	82% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	90% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	85% Data Year: 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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3.1	Operations Staffing & Development	<p>Our school 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. Our BOM serves as safety lead for campus, planning and leading safety training 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.</p> <p>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.</p>	\$ 464,840	Yes
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3.2	Facilities Maintenance	<p>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>Our school 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> <p>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>	\$ 300,123	No
3.3	Safety Training	<p>We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.</p>	\$13,117	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their 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. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

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. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	82% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23			100% Data Year: 2025-26	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	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, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. 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.	\$ 243,640	Yes
4.2	Outdoor Education and Community Experiences	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 from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go 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.	\$ 51,985	Yes

4.3	Social Emotional Learning	<p>At Rocketship Alma we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Alma core values: respect, responsibility, persistence, empathy, and service. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.</p> <p>In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.</p>	\$ 149,844	No
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		<p>Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed.</p> <p>We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling 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.</p>		
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4.4	Care Corps	<p>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 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 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. We have expanded our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We conduct health screenings for all students, including vision, hearing, and dental. We partner with an outside organization to provide families with immunizations. We have four main initiatives:</p> <p>Food Distribution: We service 800 families every month across San Jose and East Bay.</p> <p>Pop Up Closet: Free clothing families can access either at food distribution sites or on campus.</p> <p>Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example).</p> <p>Health Screenings: The team of providers works 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 Schools program also includes a program to address chronic absenteeism.</p>	\$ 78,791	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

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. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	92.4% Data Year: 2023-24 (as of 3/29/24)	[Insert outcome here]	[Insert outcome here]	95% Data Year: 2026-27	[Insert current difference from baseline here]

5.2	<p>Chronic Absenteeism rate for all students and all significant subgroups</p> <p>Data Source: SIS Attendance Reports</p>	<p>All Students: 27.8%</p> <p>English Learners: 28.7%</p> <p>Low Income: 26.0%</p> <p>Students with Disabilities: 30.6%</p> <p>Homeless: 51.1%</p> <p>Asian: 0.0%</p> <p>Black or African American: 29.5%</p> <p>Hispanic/Latinx: 11.4%</p> <p>White: 47.1%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>All Students: 10%</p> <p>Data Year: 2026-27</p>	[Insert current difference from baseline here]
5.3	<p>% of parents are involved (% parents on track to complete participation hours)</p> <p>Data Source: Internal HelpCounter Data</p>	<p>100%</p> <p>Data Year 2023-24 (as of 5/3/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>90%</p> <p>Data Year 2026-27</p>	[Insert current difference from baseline here]
5.4	<p>% Home visits completed</p> <p>Data Source: Internal Data</p>	<p>94%</p> <p>Data Year 2023-24</p>			<p>95%</p> <p>Data Year 2026-27</p>	

5.5	<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p> <p>Data Source: Annual Parent Survey</p>	<p>84%</p> <p>Data Year 2023-24</p>			<p>90%</p> <p>Data Year 2026-27</p>	
5.6	<p>% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)</p> <p>Data Source: Annual Parent Survey</p>	<p>87%</p> <p>Data Year: 2023-24</p>			<p>85%</p> <p>Data Year 2026-27</p>	
5.7	<p>Portion of parents with input into decision making (Parent survey participation rate)</p> <p>Data Source: Annual Parent Survey</p>	<p>91%</p> <p>Data Year: 2023-24</p>			<p>90%</p> <p>Data Year 2026-27</p>	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	Family Engagement	<p>We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including:</p> <p>Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year.</p> <p>Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party.</p> <p>Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders.</p> <p>Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.</p>	\$ 115,547	Yes
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	<p>Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement.</p> <p>College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.</p> <p>Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.</p>		
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5.2	Family Advocacy and Leadership	<p>In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond.</p> <p>Advocacy opportunities for all families include:</p> <p>School Site Council (SSC) and English Learner Advisory Committee (ELAC):</p> <p>SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners.</p> <p>Regional Advisory Board: 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> <p>California Leadership Organizing Committee (CLOC):</p> <p>The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.</p>	\$0	No
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5.3	School-Family Partnership	<p>Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents 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 parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums.</p> <p>Through the Care Corps program, schools 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>	\$ 62,089	No
5.4	Los Dichos	<p>Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the 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 or Vietnamese 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 Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.</p>	\$ 18,527	No

5.5	Attendance Initiatives	<p>We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I includes positive attendance incentives and daily contacts made for any absent students. Tier II supports begin once a student misses 2+ days within the week, with added outreach, action planning, and notifications provided. Tier III supports, which begin when a student is identified as chronically absent or truant, incorporate intensive supports and team-based monitoring that as needed can involve our formalized process of School Attendance Review Team (SART) potential referrals to our Regional Attendance Review Board (RARB). We work to ensure that our systems and process are followed with fidelity so that attendance barriers are addressed and families are equipped with resources to improve attendance.</p>	\$ 55,138	No
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Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 959,417	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
16.97%	0%	\$0	16.97%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.1 Personalized Learning</p> <p>1.4 Rocketship Reads</p> <p>2.1 Professional Development</p> <p>2.3 Data Driven Instructional Practices</p> <p>2.4 Instructional Coaching</p>	<p>In reviewing the 2023 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Orange level for ELA (-15.3 SED, -23.8 EL) and in Math, SED group is at Yellow (-17.1) and EL group is at Green (-22.3). We had Red level performance in 2023 on the English Learner Progress Indicator, with 31% of students making progress towards English language proficiency. In 2023-24, our EL Reclassification rate was 3.1% as of 3/29/24. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.</p>	<p>Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship 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 Driven Instructional Practices provide high quality assessments and 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 instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math</p>	<p>1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate</p>
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		will benefit, they are LEA-wide actions.	
<p>3.1 Operations Staffing & Development 4.1 Enrichment 4.2 Field Trips</p>	<p>In 2023, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2024 survey results showed that 82% of students feel safe on campus and 82% of students feel connected to at least one staff member. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.</p>	<p>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, and progress yet to be made. Operations Staffing & Development is an action designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--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. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.</p>	<p>3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate</p>

<p>5.1 Family Engagement</p>	<p>Our 2024 survey and internal data showed that 84% of parents were satisfied with their school, 100% of parents were involved in their school, and 94% of families received home visits. 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.</p>	<p>A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all families will benefit, they are LEA-wide actions.</p>	<p>5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>
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Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

California Department of Education
November 2023

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 5,653,870	\$ 959,417	16.969%	0.000%	16.969%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,334,836	\$ 744,842	\$ -	\$ 257,575	\$ 3,337,252.96	\$ 2,514,829	\$ 822,424

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Personalized Learning	[Input student group(s)]	Yes	LEA-wide	All	RSA	[Input time span]	\$ 423,205	\$ 104,308	\$ 351,847	\$ -	\$ -	\$ 175,666	\$ 527,513	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RSA	[Input time span]	\$ 301,218	\$ 198,359	\$ -	\$ 497,680	\$ -	\$ 1,897	\$ 499,577	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RSA	[Input time span]	\$ 16,910	\$ 22,116	\$ -	\$ -	\$ -	\$ 39,026	\$ 39,026	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RSA	[Input time span]	\$ 99,343	\$ 17,635	\$ 116,978	\$ -	\$ -	\$ -	\$ 116,978	0.000%
2	1	High quality, research-based curriculum	[Input student group(s)]	No	LEA-wide	[Input unduplicated student group(s)]	RSA	[Input time span]	\$ -	\$ 35,815	\$ 35,815	\$ -	\$ -	\$ -	\$ 35,815	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RSA		\$ 229,043	\$ 10,784	\$ 239,827	\$ -	\$ -	\$ -	\$ 239,827	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RSA		\$ 46,983	\$ 25,264	\$ 72,247	\$ -	\$ -	\$ -	\$ 72,247	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RSA		\$ 211,642	\$ -	\$ 211,642	\$ -	\$ -	\$ -	\$ 211,642	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RSA		\$ -	\$ 40,986	\$ -	\$ -	\$ -	\$ 40,986	\$ 40,986	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RSA		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RSA		\$ 464,840	\$ -	\$ 464,840	\$ -	\$ -	\$ -	\$ 464,840	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RSA		\$ -	\$ 300,123	\$ 300,123	\$ -	\$ -	\$ -	\$ 300,123	0.000%
3	3	Safety Training	All	No	LEA-wide		RSA		\$ 6,067	\$ 7,050	\$ 13,117	\$ -	\$ -	\$ -	\$ 13,117	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RSA		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RSA		\$ 243,640	\$ -	\$ 243,640	\$ -	\$ -	\$ -	\$ 243,640	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RSA		\$ -	\$ 51,985	\$ 51,985	\$ -	\$ -	\$ -	\$ 51,985	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	RSA		\$ 149,844	\$ -	\$ -	\$ 149,844	\$ -	\$ -	\$ 149,844	0.000%
4	4	Care Corps	All	No	LEA-wide		RSA		\$ 78,791	\$ -	\$ -	\$ 78,791	\$ -	\$ -	\$ 78,791	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RSA		\$ 108,047	\$ 7,500	\$ 115,547	\$ -	\$ -	\$ -	\$ 115,547	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RSA		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RSA		\$ 62,089	\$ -	\$ 62,089	\$ -	\$ -	\$ -	\$ 62,089	0.000%
5	4	Los Dichos	All	No	LEA-wide		RSA		\$ 18,527	\$ -	\$ -	\$ 18,527	\$ -	\$ -	\$ 18,527	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RSA		\$ 54,638	\$ 500	\$ 55,138	\$ -	\$ -	\$ -	\$ 55,138	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,653,870	\$ 959,417	16.969%	0.000%	16.969%	\$ 1,868,554	0.000%	33.049%	Total:	\$ 1,868,554
								LEA-wide Total:	\$ 1,868,554
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RSA	\$ 351,847	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RSA	\$ 116,978	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RSA	\$ 239,827	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RSA	\$ 72,247	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RSA	\$ 211,642	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RSA	\$ 464,840	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RSA	\$ 243,640	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RSA	\$ 51,985	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RSA	\$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RSA	\$ 115,547	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,252,272.54	\$ 3,594,796.02

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Standards-Aligned Instruction & Materials	No	\$ 92,829	\$ 79,303
1	2	Personalized Learning	Yes	\$ 507,627	\$ 477,602
1	3	Special Education Supports	No	\$ 353,390	\$ 320,486
1	4	Services to Support Emerging Bilingual Students	No	\$ 38,497	\$ 36,166
1	5	Love of Learning Campaign	Yes	\$ 5,397	\$ 5,127
2	1	Professional Development	Yes	\$ 205,964	\$ 208,630
2	2	Assessments	Yes	\$ 16,995	\$ 22,339
2	3	Data Days	Yes	\$ 43,636	\$ 41,873
2	4	Coaching	Yes	\$ 312,220	\$ 315,614
2	5	Teacher Credentialing	No	\$ 40,986	\$ 25,712
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 128,610
3	2	School Maintenance	No	\$ 179,633	\$ 176,168
3	3	Custodial Service and Supplies	No	\$ 133,000	\$ 161,940
3	4	Operations Specialists	Yes	\$ 269,700	\$ 400,385
4	1	Enrichment	Yes	\$ 649,411	\$ 899,081
4	2	Field Trips	Yes	\$ 35,980	\$ 66,985
4	3	Social Emotional Learning	Yes	\$ 35,000	\$ 9,618
4	4	CareCorp	No	\$ 82,930	\$ 73,074
5	1	Family Involvement	No	\$ 10,813	\$ 10,609
5	2	Family Outreach	Yes	\$ 9,432	\$ 8,320

5	3	School Leadership Team	No	\$ 104,079	\$ 125,652
5	4	Los Dichos	No	\$ 5,000	\$ 1,504

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 908,453	\$ 1,447,493	\$ 1,203,343	\$ 244,150	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Personalized Learning	Yes	\$ 278,998	\$ 299,871.22	0.00%	0.00%
1	5	Love of Learning Campaign	Yes	\$ 5,397	\$ 5,127.15	0.00%	0.00%
2	1	Professional Development	Yes	\$ 194,822	\$ 174,842.63	0.00%	0.00%
2	2	Assessments	Yes	\$ 16,995	\$ 22,338.67	0.00%	0.00%
2	3	Data Days	Yes	\$ 40,967	\$ 33,779.84	0.00%	0.00%
2	4	Coaching	Yes	\$ 208,147	\$ -	0.00%	0.00%
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 128,610.26	0.00%	0.00%
3	4	Operations Specialists	Yes	\$ 269,700	\$ 400,385.34	0.00%	0.00%
4	1	Enrichment	Yes	\$ 232,300	\$ 53,464.96	0.00%	0.00%
4	2	Field Trips	Yes	\$ 35,980	\$ 66,985.00	0.00%	0.00%
4	3	Social Emotional Learning	Yes	\$ 35,000	\$ 9,617.71	0.00%	0.00%
5	2	Family Outreach	Yes	\$ 9,432	\$ 8,320.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,250,571	\$ 908,453	0.00%	17.30%	\$ 1,203,343	0.00%	22.92%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

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 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Academy Brilliant Minds

CDS Code: 43-10439-0125781

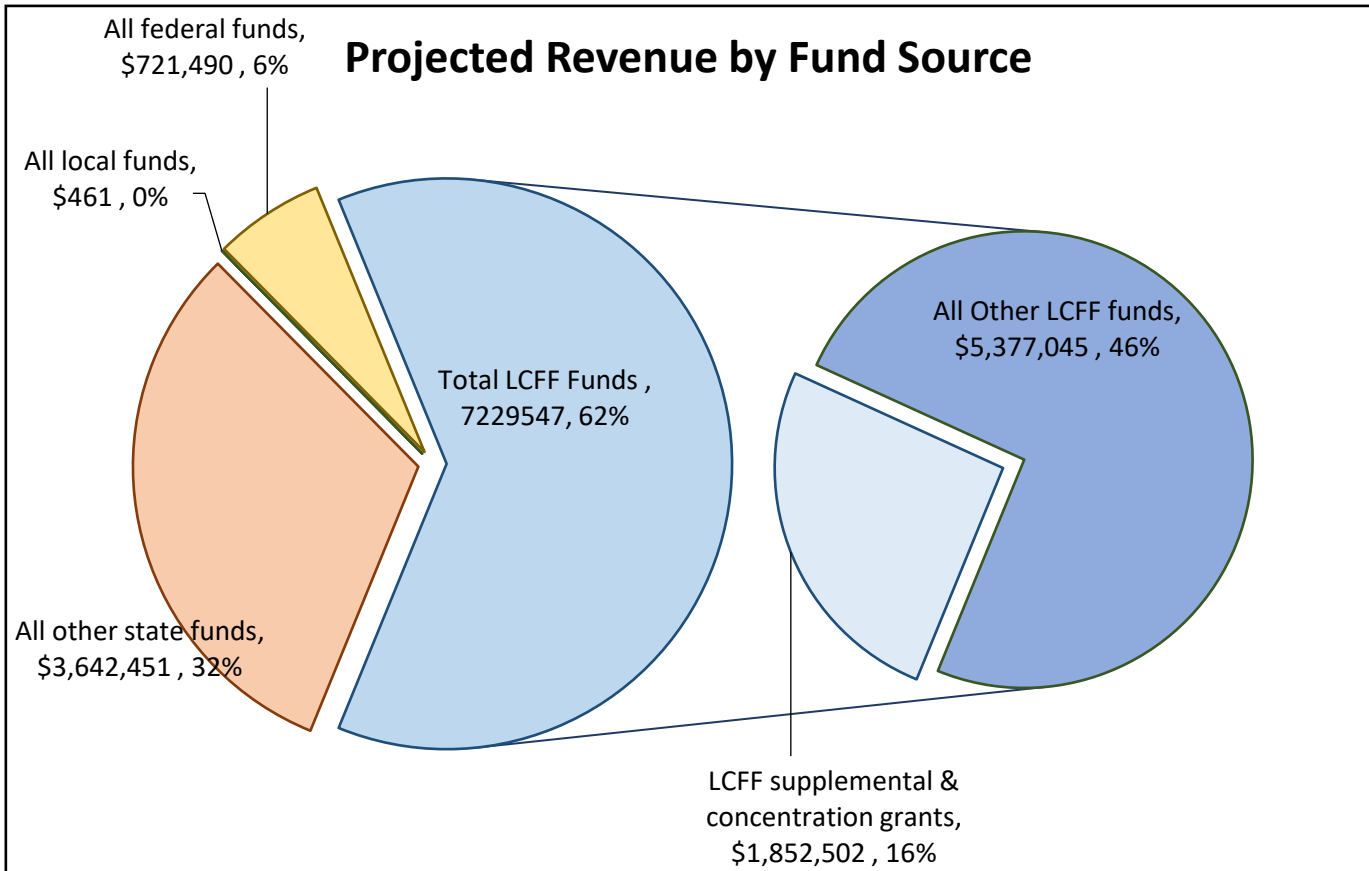
School Year: 2024-25

LEA contact information: Benjamin Carson 501-258-7831 bcarson@rsed.org

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 2024-25 School Year

Projected Revenue by Fund Source

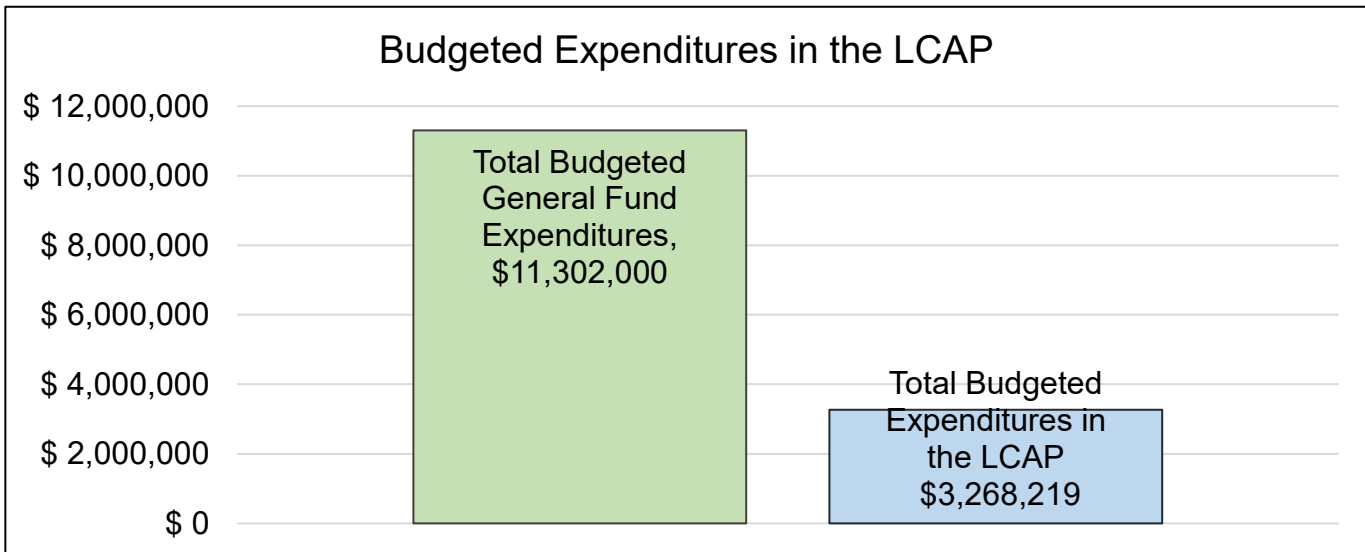


This chart shows the total general purpose revenue Rocketship Academy Brilliant Minds expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Academy Brilliant Minds is \$11,593,949.23, of which \$7,229,547.00 is Local Control Funding Formula (LCFF), \$3,642,451.17 is other state funds, \$461.20 is local funds, and \$721,489.86 is federal funds. Of the \$7,229,547.00 in LCFF Funds, \$1,852,502.00 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 Academy Brilliant Minds plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Academy Brilliant Minds plans to spend \$11,302,000.00 for the 2024-25 school year. Of that amount, \$3,268,218.52 is tied to actions/services in the LCAP and \$8,033,781.48 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

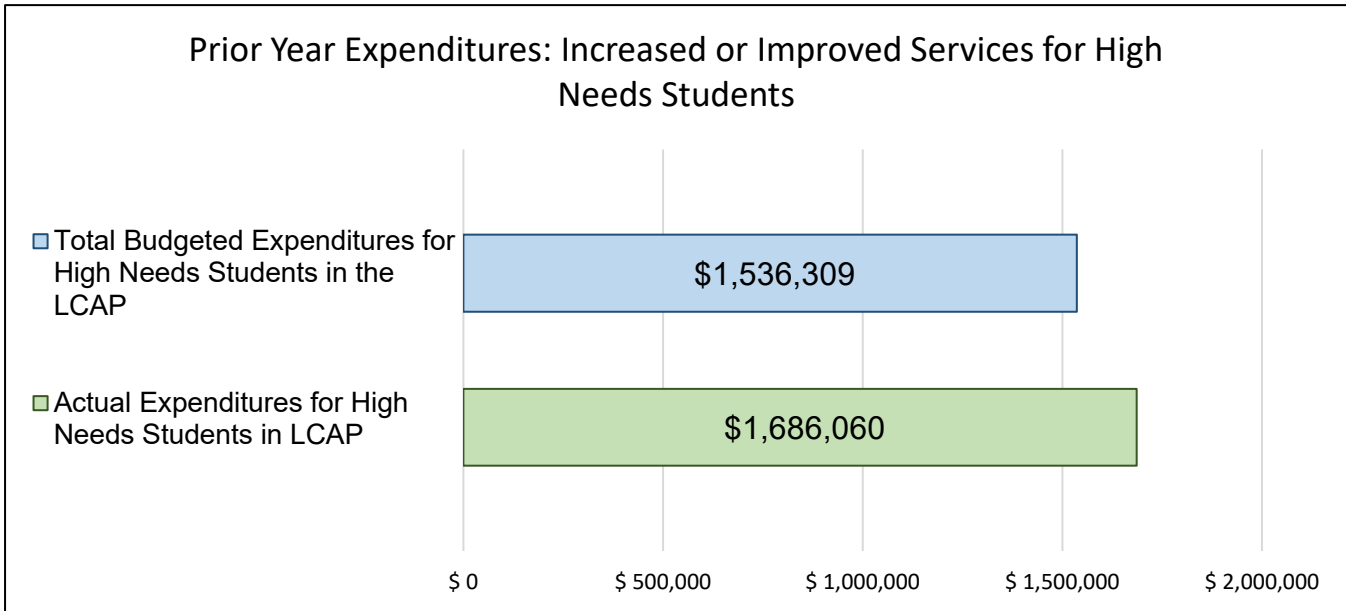
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Rocketship Academy Brilliant Minds is projecting it will receive \$1,852,502.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Academy Brilliant Minds must describe how it intends to increase or improve services for high needs students in the LCAP.

Rocketship Academy Brilliant Minds plans to spend \$1,890,140.76 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 2023-24



This chart compares what Rocketship Academy Brilliant Minds budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Academy Brilliant Minds estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Rocketship Academy Brilliant Minds's LCAP budgeted \$1,536,309.34 for planned actions to increase or improve services for high needs students. Rocketship Academy Brilliant Minds actually spent \$1,686,059.97 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Academy Brilliant Minds	Lisa Greene, Principal	brilliantminds@rsed.org ; 408-708-5650

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. This broad goal addresses state priority 4-Pupil Achievement and 8-Other Pupil Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<p>CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups</p>	<p>2018-19 All Students: 40.6% English Learners: 11.2% Low Income: 35.7% Students with Disabilities: 8.7% Data Source: CA Dashboard</p>	<p>CAASPP was not administered in Spring 2021. See local assessment metric below.</p>	<p>2021-22 All Students: 43.5% English Learners: 32.4% Hispanic: 38.7% Socioeconomically Disadvantaged: 39.6% Students with Disabilities: 7.1% Asian: 69.4% Data Source: CA Dashboard</p>	<p>2022-23 All Students: 47.1% English Learners: 31.3% Hispanic: 40.1% Socioeconomically Disadvantaged: 46.3% Students with Disabilities: 18.2% Asian: 76.9% Data Source: CA Dashboard</p>	<p>46% Data Year: 2022-23 Data Source: CA Dashboard</p>
<p>CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups</p>	<p>2018-19 All Students: 44.6% English Learners: 22.9% Low Income: 39.7% Students with Disabilities: 8.7% Data Source: CA Dashboard</p>	<p>CAASPP was not administered in Spring 2021. See local assessment metric below.</p>	<p>2021-22 All Students: 36.4% English Learners: 22.5% Hispanic: 29.3% Socioeconomically Disadvantaged: 32.4% Students with Disabilities: 14.3% Asian: 72.2% Data Source: CA Dashboard</p>	<p>2022-23 All Students: 41.4% English Learners: 24.1% Hispanic: 33.3% Socioeconomically Disadvantaged: 38.8% Students with Disabilities: 13.6% Asian: 71.8% Data Source: CA Dashboard</p>	<p>48% Data Year: 2022-23 Data Source: CA Dashboard</p>

CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 10% English Learners: 0.0% Low Income: 12.2% Hispanic/Latinx: 11.1% Data Source: Data Quest	N/A	2021-22 All Students: 33.3% English Learners: 25.9% Hispanic: 22.5% Socioeconomically Disadvantaged: 32.6% Data Source: CA Dashboard	2022-23 All Students: 26.4% English Learners: 10.0% Hispanic: 19.1% Socioeconomically Disadvantaged: 22.0% Data Source: CA Dashboard	All Students: 15% English Learners: 15% Low Income: 15% Students with Disabilities: 15% Asian: 15% Black or African American: 15% Hispanic/Latinx: 15% Data Year: 2022-23 Data Source: Data Quest
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.14 Data Source: NWEA MAP	1.19 Years Data Year: 2021-22 Data Source: NWEA MAP	.87 Years Data Year: 2022-23 Data Source: NWEA MAP	.88 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.1 Data Source: NWEA MAP	1.3 Years Data Year: 2021-22 Data Source: NWEA MAP	1.07 Years Data Year: 2022-23 Data Source: NWEA MAP	.98 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP

<p>English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))</p>	<p>36% Data Year: 2018-19 Data Source: CA Dashboard</p>	<p>57.3% Scoring Level 3 or 4 on ELPAC (2019-20 ELPAC test suspended due to COVID, no prior year score for ELPI calculations) Data Year: 2020-21 Data Source: DataQuest</p>	<p>39% Data Year: 2021-22 Data Source: CA Dashboard</p>	<p>50% Data Year: 2022-23 Data Source: CA Dashboard</p>	<p>High (Green) on current status of dashboard 55% Data Year: 2022-23 Data Source: CA Dashboard</p>
<p>EL Reclassification Rate</p>	<p>7.3% Data Year: 2019-20 Data Source: CA Dashboard</p>	<p>0% (due to COVID assessment and instruction interruptions) Data Year: 2020-21 Data Source: DataQuest 7.0% Data Year: 2021-22 (As of 4/15/22) Data Source: Internal SIS Demographics Data</p>	<p>6% Data Year: 2022-23 (as of 3/15/23) Data Source: Internal SIS Demographics Data</p>	<p>10.3% Data Year: 2023-24 (as of 3/29/24) Data Source: Internal SIS Demographics Data</p>	<p>15% Data Year: 2023-24 Data Source: Internal SIS Demographics Data</p>

Goal Analysis

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.

All Goal 1 actions were implemented as planned except, in 1.4 Services to Support Emerging Bilingual Students, we did not implement the support plan framework for newcomers. However, we differentiated our curriculum for newcomers, and we provided p.d. for our teachers on newcomer strategies. Successes and Challenges: In 1.1 Common Core-Aligned Instruction & Materials, we adopted a new curriculum for math and for reading. The math curriculum is conceptually based, and the reading program is based on the science of reading. The adoption has been a success. A related challenge has been, given the new curriculum, how we personalize instruction for students. We reflected mid-year on our implementation and made some adjustments to small-group instruction and student 1-to-1 coaching. Also in 1.1, we have successfully found ways to continue personalizing instruction while using the new curriculum. Our teachers are working with targeted teaching tools where they can record misconceptions or needs in learning and then can respond in small group tables or communicate with families on things to practice at home. In 1.2 Personalized Learning, we are in Year 1 implementation of a new district curriculum. A success was that all teachers and leaders received professional development on the new curriculum and are implementing year one. A related challenge we anticipate is the need for support beyond year one, and we are considering how to develop additional professional development for continued support of the implementation and rollout. In 1.3 Special Education Supports, we had success in gathering cross discipline/provider aligned recommendations for students to ensure all providers are working on the full picture for increased student achievements. A related challenge has been the need for cross discipline/team assessment calendars. At times it is difficult to align all providers on a date. In 1.4 Services to Support Emerging Bilingual Students, a success to celebrate is that not only is designated English Language Development (ELD) happening with fidelity, but based on school site observation and network observation data, it is occurring with higher quality instruction than ever before, responding to our focus on Principle 2 of the EL Roadmap. In addition to observation data, our Multilingual Learner leads, the school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the programs on their campuses. In terms of challenges for 1.4, we had planned a rollout of universal strategies to support Tier One instruction. Regional observation showed it was not a strong rollout, and we can do better next year. We plan to either go back to GLAD (Guided Language Acquisition Design) strategies implementation, which is more familiar, or to increase focus on implementation roll out for universal strategies. In 1.5 Love of Reading/Reading Engagement, the first semester was a challenge with our new intervention software. It was harder to know student reading levels, and it took time to figure out their levels and make sure they are “book shopping” appropriately. We successfully worked through the challenges to bring success. We went beyond having Humanities teachers model reading and books being present to a whole-school effort in which all students have “Book Taxis,” a book bag with a sticker reading log so they can transport books fluidly from school to home and back, with parents providing input on the home reading. We also implemented a “Caught Reading Campaign” with students filling out a Caught Reading tracker, recording their progress on bookmarks all students have. Our next phase will include our oldest readers starting the day by buddy reading with our youngest readers in TK and K classrooms.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.1, Common-Core aligned instruction and materials, there was a material difference (-\$21,684) because core curriculum expenses were lower than planned.

In 1.2 Personalized Learning, there was a material difference (-\$58,364) because fewer tutors were hired compared to plan due to staffing shortages.

In 1.3 Special Education Supports, there was a material difference (\$100,392) due to increased need for special education contractors due to staffing shortages. Contractors are more expensive than hiring internal staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 1.1 Common Core-aligned instruction & materials, 1.2 Personalized Learning, 1.3 Special Education Supports, and 1.5 Love of Reading Campaign actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we met our overall target in ELA and approached our target in Math. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address. We began implementing new curricula for reading and math in 2023-24. In the curriculum rollout, under Action 1.1, our goal for this year was to know we are implementing with fidelity. We expect to see and evaluate the results after a full year of implementation. Our internal data points for this year are around implementation, which is positive. We are planning for further implementation support in the 24-25 school year as well.

In 1.4 Services to Support Emerging Bilingual Learners, our annual goal is for 15% of students to meet all required criteria for reclassification each year. We also strive for at least 55% of students to demonstrate progress on the English Learner Progress Indicator (ELPI). In 2023, we had 50% of students making progress in the English Learner Progress Indicator. In 2023-24, we had a reclassification rate of 10.3%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer. But our internal observation data on implementation of ELD shows the highest quality implementation yet. Based on this information, we believe the action toward the goal was somewhat effective. In order to accelerate progress, we plan to continue this work and to either increase the focus on universal strategies for Tier One instruction or return to GLAD strategies implementation, which is under consideration.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. In 1.1 and 1.2, we added information about the adoption and implementation of a new Tier 2 Intervention curriculum. In 1.4 we added information on our ELD implementation for 24-25 within the context of a multi-year focus on the EL Roadmap. In 1.5 we changed the title to align with current initiatives.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

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% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
Number/% of total and EL teachers credentialed & properly assigned	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
% of adopted standards including ELD standards implemented	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 2 actions were implemented as planned except, in 2.2 Assessments, the first two bullet points did happen as planned, but we now use the term state test primer instead of interim assessments, and we used DIBELS, Amplify TRC and Fountas and Pinnel in order to better align to our curriculum. Successes and Challenges: In 2.1 Professional Development, a success was that our P.D. directly supported implementation of the new curriculum across all spaces. We partnered with external organizations to make this come to life. We held a mix of school-based and network regional p.d. In 2.1, a challenge was in differentiating for teachers, given we were all starting with the new curriculum (so that new vs. experienced teachers all had the same p.d.). One of the greatest successes in 2.2 Assessment was that we had highly experienced internal ELPAC proctors through strong staff retention. This was a great benefit for our students. In 2.2 Assessment, we wish we could have more internal proctors, but we do still have to use some external proctors. In 2.3 Data Days, our data analysis has led to gains in % of students on track in reading levels and to increases in end of unit module assessments as well. In 2.3 Data Days, it was challenging to adapt to some of the new reporting structures with the new curriculum, which reports would be most useful to incorporate. Our reading assessment, mCLASS, tracks across major skills, but doesn't give us specifics to the letter, so we learned we had to supplement. In 2.4 Coaching, we successfully leveraged regional cluster common planning to bring together grade levels. We also held successful leadership development clinics for site leaders to opt into. Additionally, we found success in the creation of a core block coaching look-fors playbook to guide coaching. In 2.4 Coaching, it was a challenge to adjust our intellectual prep structures to account for teachers' increased need for time to internalize new curriculum. In 2.5 Credentialing, We have seen many of our teachers pass their required tests and continue to support staff still working to meet program enrollment requirements. In terms of challenges, we have determined that National University is not the optimal partner for our Intern teachers. We will be directing new staff that require program enrollment to Reach University instead. In 2.6 Culturally Responsive Pedagogy, we saw success in holding in person Los Dichos to bring in families to read with students on a monthly basis. We also held academic community meetings to unpack the curriculum, discuss progress with families, and align on strategies to support our Rocketeers. We found success in providing windows and mirrors for Rocketeers through our classroom libraries and text selection. In 2.6 Culturally Responsive Pedagogy, a challenge was in adjusting to find high leverage places for personalization and modification for our new curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.2 Assessments, there was a material difference (\$24,751) because of increased expenses due to additional substitutes for testing. In 2.4 Coaching, there was a material difference (-\$105,453) because fewer Assistant Principals on staff vs. plan resulted in lower coaching expenses. In 2.5 Teacher Credentialing there was a material difference (-\$4,021) because of fewer credentialing expenses due to teacher staffing shortages and lesser need vs. initial plan.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. We have been

working hard to implement new math and ELA curriculum, and our internal observation data shows strong implementation. We heard from teachers that our new curriculum did not provide the specificity needed on student reading levels, which precipitated our use of supplementary assessments and thus supported the effectiveness of our Assessments, Data Days, and Coaching actions. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. We combined the previous Assessment and Data Days actions into 2.2 Data Driven Instructional Practices to better capture the data cycle. In 2.4 we updated the description to reflect our new partnership with Reach University and our work to strengthen our internal career pathway, also in partnership with Reach. In 2.5, we updated the description to more succinctly reflect our ongoing implementation of culturally responsive pedagogical practices.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

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 Data Year: 2019-20 Data Source: Local Indicators	Met Data Year: 2020-21 Data Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators

<p>% of students feel safe on campus (As measured by student survey)</p>	<p>No 2020-21 data due to pandemic school closure.</p>	<p>79% Data Year: 2021-22 Data Source: Internal Survey</p>	<p>84% Data Year: 2022-23 Data Source: Internal Survey</p>	<p>83% Data Year: 2023-24 Data Source: Internal Survey</p>	<p>75% Data Year: 2023-24 Data Source: Internal Survey</p>
<p>% of families feel campus is safe (As measured by family survey)</p>	<p>No 2020-21 data due to pandemic school closure.</p>	<p>98% Data Year: 2021-22 Data Source: Annual Parent Survey</p>	<p>73% Data Year: 2022-23 Data Source: Annual Parent Survey</p>	<p>91% Data Year: 2023-24 Data Source: Annual Parent Survey</p>	<p>85% Data Year: 2023-24 Data Source: Annual Parent Survey</p>

Goal Analysis

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.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Business Operations Manager, based on our internal metrics for operations systems, we improved operations significantly this year. Highlights of this success include improvements in safety, joy, and efficiency at recess. In 3.4 Operations Specialists, on our family survey, we evaluated the safety and effectiveness of drop off and pick up procedures and perceptions of the extent to which our school provides a safe learning environment. We surveyed in Fall 2023 and again in December 2023, and we saw improvement and 80%+ satisfaction in these categories. We received positive input from our families and staff (from survey) about how well drop off and pick up are working. In 3.4 Operations Specialists, we had a vacancy for a couple of months, but were able to fill the position. In 3.2 School Maintenance, this year we expanded our network team for facilities maintenance. Although we successfully added one staff member, we struggled to fill the third role, which impacted our ability to address all needs in the most expeditious manner possible.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.4 Operations Specialists there was a material difference (\$100,952) due to additional operations support needed, and hourly rates higher than planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The School Maintenance action was effective as evidenced by the Do facilities meet the “good repair” standard: Met.

The Business Operations Manager, Custodial Services & Supplies, and Operations Specialists actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 83% and % of families feel campus is safe: 91%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations. We are also pleased to note that on a recent spring internal operations walkthrough, our team scored 100% on the safety metric.

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.

In 3.1 we updated the action to include the Operations Specialist role in addition to the Business Operations Manager. In 3.2 we added janitorial services to the description so the action will encompass maintenance and janitorial. In 3.3, we shifted the focus from janitorial services to safety trainings. In 3.4 we shifted the focus to describe systems of staff development and continuous improvement in operations.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 3-Parent Engagement; 5-Student Engagement; 6-School Climate; and 7-Course Access.

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 2020-21 data due to pandemic school closure	83% Data Year: 2021-22 Data Source: Internal Survey	82% Data Year: 2022-23 Data Source: Internal Survey	83% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	80% Data Year: 2020-21 Data Source: Annual Parent Survey	80% Data Year: 2021-22 Data Source: Annual Parent Survey	82% Data Year: 2022-23 Data Source: Annual Parent Survey	87% Data Year: 2023-24 Data Source: Annual Parent Survey	85% Data Year: 2023-24 Data Source: Annual Parent Survey
Portion of parents with input into decision making (Parent survey participation rate)	95% Data Year: 2020-21 Data Source: Annual Parent Survey	80% Data Year: 2021-22 Data Source: Annual Parent Survey	95% Data Year: 2022-23 Data Source: Annual Parent Survey	100% Data Year: 2023-24 Data Source: Annual Parent Survey	90% Data Year: 2023-24 Data Source: Annual Parent Survey

<p>Chronic Absenteeism rate for all students and all significant subgroups</p>	<p>All students: 12.1% English Learners: 12% Low Income: 12% Students with Disabilities: 11.1% Data Source: CA Dashboard</p>	<p>All Students: 44.6% English Learners: 37.7% Low Income: 43.6% Students with Disabilities: 43.5% Asian: 28.3% Black or African American: 70.0% Hispanic/Latinx: 41.8% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports</p>	<p>All Students: 27.5% English Learners: 24.7% Low Income: 27.8% Students with Disabilities: 24.5 % Homeless: 29% Asian: 16.8% Hispanic/Latinx: 29.1% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Attendance Reports</p>	<p>All Students: 18.1% English Learners: 16.6% Low Income: 19.0% Students with Disabilities: 18.5% Homeless: 31.7% Asian: 5.9% Hispanic/Latinx: 20.8% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Attendance Reports</p>	<p>All Students: 10% English Learners: 10% Low Income: 10% Students with Disabilities: 10% Homeless: 10% Asian: 10% Black or African American: 10% Hispanic/Latinx: 10% Data Year: 2023-24 Data Source: SIS Attendance Reports</p>
<p>Suspension rate for all students and all significant subgroups</p>	<p>All students: 0.5% English Learners: 0.3% Low Income: 0.6% Students with Disabilities: 0% Data Source: CA Dashboard</p>	<p>All Students: 0.0% English Learners: 0.0% Low Income: 0.0% Students with Disabilities: 0.0% Asian: 0.0%</p>	<p>All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Asian: 0% Hispanic/Latinx: 0%</p>	<p>All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Asian: 0% Hispanic/Latinx: 0%</p>	<p>All Students: 0.5% English Learners: 0.5% Low Income: 0.5% Students with Disabilities: 0.5% Asian: 0.5% Black or African American: 0.5% Hispanic/Latinx: 0.5% Data Year: 2023-24</p>

		<p>Black or African American: 0.0%</p> <p>Hispanic/Latinx: 0.0%</p> <p>White: 0.0%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Discipline Reports</p>	<p>Data Year: 2022-23 (as of 4/7/23)</p> <p>Data Source: SIS Discipline Reports</p>	<p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Discipline Reports</p>	<p>Data Source: SIS Discipline Reports</p>
Expulsion rate for all students and all significant subgroups	<p>2018-19: 0%</p> <p>Data Source: CA Dashboard</p>	<p>0%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Discipline Reports</p>	<p>All Students: 0%</p> <p>English Learners:0%</p> <p>Low Income: 0%</p> <p>Students with Disabilities: 0%</p> <p>Asian: 0%</p> <p>Hispanic/Latinx: 0%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p> <p>Data Source: SIS Discipline Reports</p>	<p>All Students: 0%</p> <p>English Learners:0%</p> <p>Low Income: 0%</p> <p>Students with Disabilities: 0%</p> <p>Asian: 0%</p> <p>Hispanic/Latinx: 0%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Discipline Reports</p>
Average Daily Attendance	95.5%	89.6%	92%	93.2%	95%
					Data Year: 2023-24

	Data Source: SIS Attendance Reports	Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports	Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Attendance Reports	Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Attendance Reports	Data Source: SIS Attendance Reports
% of students with access to a broad course of study, including unduplicated students and students with exceptional needs	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 4 actions were implemented as planned except, in 4.3 Social Emotional Learning, we had a Wellness Counselor, but we did not add the Wellness Counselor Intern. Successes and Challenges: In 4.1 Enrichment, we successfully offered P.E., Science, and Art. A challenge was that we were short one teacher in P.E. and had to rely on substitutes as needed. In 4.2 Field Trips, we successfully had every single 4th and 5th grade cohort at each RPS campus attend science camp this year. We had many successes in 4.4 Care Corps. Our reach of families has grown threefold this year across the network. We have been able this year to increase our caseloads to 15 families per school, every nine weeks, serving those with the most severe needs and high chronic absenteeism. Care Corps is integrated with the attendance escalation process, in collaboration with the Regional Attendance Review Board. Across our 13 CA schools, we serve close to 585 families served per year through case management care coordination services. Staff had weekly check-ins with parents, offered community referrals to organizations to meet needs, referred as needed and paid registration to Parent Project (a series of helpful parent workshops offered through the District Attorney office). Care Corps partnered with our school leadership team to share student progress and provide feedback to leverage support of all stakeholders on campus and communicate how they can additionally support, especially when attendance was affected. One big challenge we experienced in 4.4 Care Corps is that there is a high emotional toll on our team when community partners have insufficient resources to help our students. It is very difficult, when we see that families are living in a car, in a tent, doubled, or tripled up in housing, and we are faced with the lack of housing options in the community to help them. Often this year we found that shelters had wait lists, there were no more hotel vouchers available, and hotline for referrals had a two-week waitlist. Another challenge has been helping parents to ask for resources to meet their own needs which would facilitate care coordination services for the entire family.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 Enrichment, there was a material difference (\$154,191) because after school programming expenses were higher vs. plan.

In 4.2 Field Trips, there was a material difference (\$16,208) because Science camp expenses were higher vs. what was initially planned.

In 4.3 Social Emotional Learning, there was a material difference (-\$3,072) because expenses were below plan due to changes in staffing plans, resulting in fewer expenses for the school based social emotional learning consultants and interventionists. Rocketship instead hired regional Wellness Teachers and Counselors.

In 4.4 Care Corps, there was a material difference (-\$9,856) because Care Corp compensation expenses differed from what was planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (83%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Field Trips actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by Average Daily Attendance (93.2%), by Chronic Absenteeism rate for all students and all significant subgroups (18.1% overall), and by 87% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%).

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.

In 4.4 we updated the Care Corps description to include the initiatives begun under our Community Schools program.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priority 3-Parent Engagement.

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)	66% Data Year 2020--21 Data Source: Internal HelpCounter Data	84% Data Year 2021-22 (As of 4/22/22) Data Source: Internal HelpCounter Data	97% Data Year 2022-23 (As of 4/14/23) Data Source: Internal HelpCounter Data	98% Data Year 2023-24 (As of 5/3/24) Data Source: Internal HelpCounter Data	76% Data Year 2023--24 Data Source: Internal HelpCounter Data
% Home visits completed	100% Data Year 2020-21 Data Source: Internal Data	90% Data Year 2021-22 Data Source: Internal Data	100% Data Year 2022-23 Data Source: Internal Data	96% Data Year 2023-24 Data Source: Internal Data	95% Data Year 2023-24 Data Source: Internal Data
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	83% Data Year 2020--21 Data Source: Annual Parent Survey	85% Data Year 2021-22 Data Source: Annual Parent Survey	81% Data Year 2022-23 Data Source: Annual Parent Survey	84% Data Year 2023-24 Data Source: Annual Parent Survey	88% Data Year 2023-24 Data Source: Annual Parent Survey

Goal Analysis

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.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1, we had success in surveying families during the summer and then again in Spring to find out what families would like to have in terms of family engagement events. Conducting two surveys instead of the usual one survey allowed for schools to receive feedback, implement it, and seek additional feedback. Based on this data, we implemented cultural celebrations, including celebrations of Hispanic Heritage, Lunar New Year, and Black History. Our priority this year was engaging families through different processes and systems, and our cultural celebrations were a big part of this. We also offered a Zoom option for Cafecitos, and we held some hybrid academic family meetings, which provided additional flexibility for families. We surveyed families on whether orientation was a meaningful experience, and satisfaction was high, another success in family engagement. In 5.1, a challenge we are considering is how to make sure that all of our families are able to come to the events. We wish to engage more of the families that need the most support--for example, families of students that are truant or chronically absent, and not just the same already involved families. In 5.3, a challenge continues to be finding sufficient time for home visits since we are once again doing fully in-person home visits. In 5.4 Los Dichos, we have had successful family outreach and participation across our Rocketship schools. Across all 13 schools, we've averaged about ~3 family members per classroom and this exceeds our goal of 2 family members per classroom. We had over 3,600 volunteers between September and March so far! We've improved our curriculum to ensure that all books are accessible in Spanish and Vietnamese (vs Spanish only in the past) to reflect the primary home languages spoken in our schools. A success was the inclusion of a broad range of family members in the program--grandpas, cousins, aunties, uncles. It was a meaningful experience for everyone, and especially for families who could engage in their primary language.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.2 Family Outreach there was a material difference (\$7,916), and the variance is the result of higher personnel costs in family outreach versus the budget.

In 5.3 School Leadership Team, there was a material difference (-\$11,032), and the variance is the result of a difference in personnel costs versus the budget

In 5.4 Los Dichos there was a material difference (-\$3,595) because funds were budgeted in case expenses materialized. This is primarily a volunteer program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent involvement and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (98%).

Parent Outreach was effective as evidenced by % Home visits completed (96%)

School Leadership Team was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (84%).

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.

We reorganized our actions within Goal 5 to better align with the facets of our family engagement initiatives. We also added an Attendance Initiatives action to communicate the important work being done to increase or maintain high attendance and reduce chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 Academy Brilliant Minds	Lisa Greene, Principal	brilliantminds@rsed.org ; 408-708-5650

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Rocketship Academy Brilliant Minds opened in August 2012, the sixth Rocketship campus to open in San Jose. The campus serves 504 students in grades TK-5. Approximately 76.6% of the students are socioeconomically disadvantaged, 56.9% are English learners, 75.6% are Hispanic/Latinx and 18.5% are Asian. Additionally, Rocketship Academy Brilliant Minds has approximately 11.1% of students who qualify for special education services.

Rocketship Academy Brilliant Minds 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 Academy Brilliant Minds 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 Academy Brilliant Minds 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.

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At Rocketship Academy Brilliant Minds this fifth core value is initiative. Students at Rocketship Brilliant Minds take initiative, operating with ownership over their academic and personal growth. Our talented team of educators works collaboratively with our dedicated parent community to ensure every Rocketeer on our campus receives an individualized educational experience tailored to his or her learning needs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Academy Brilliant Minds 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 be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, 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 Brilliant Minds 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflection

Successes

Based on the 2023 Dashboard, RBM has identified a success in Mathematics (Green, -19.3). We will build on this success by implementing action 1.1 Personalized Learning.

RBM has identified a success in English Learner Progress (Green, 50.5%). We will build on this success by implementing action 1.3 Services to Support Multilingual Students.

RBM has identified a success in Suspension Rate (Blue, 0%). We plan to continue this success by implementing 4.3 Social Emotional Learning.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

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.

Rocketship Academy Brilliant Minds is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Academy Brilliant Minds is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Academy Brilliant Minds is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	<p>The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RBM based on the CA School Dashboard for 2023 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP input and consultation on 10/11/23, 12/6/23, 3/5/24, and 5/8/24. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. We conducted an RCAB meeting on 5/13/24 to gather more community partner feedback and collaboration around how Care Corps can best support attendance and reduce chronic absenteeism. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 6/4/24.</p> <p>Our board meets quarterly 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 29, 2024. The LCAP was adopted on June 16, 2024.</p>
Parents	<p>Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal—Cafecitos (8/5/23, 10/17/23, 11/14/23, 12/5/23, 12/19/23, 1/16/24, 2/13/24, 3/19/24, 4/10/24, 5/7/24, 6/4/24), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 4-27).</p>
Teachers, School Staff, Administrators	<p>Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways—during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings (Nov 1, 2023, March 13, 2024) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.</p>
Students	<p>Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (March 4-8).</p>

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was influenced by feedback in the following areas:

Goal 1

In our Services to Support Multilingual Learners (Action 1.4), we received feedback from our multilingual families on the need to increase program awareness for families, beginning with what is the process for identifying multilingual families and then what supports are in place and available for multilingual students, and actions that families can take at home to support their student. As a result of this feedback, we added ELAC ambassadors--a parent representative in the SSC for multilingual families (see Action 5.2 Family Advocacy and Leadership). In 1.4 Services to Support Emerging Bilingual Students, our Multilingual Learner leads, school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the Designated English Language Development programs on their campuses, supporting the effectiveness of this action.

Goal 2

In High Quality Research Based Curriculum (Action 2.1), we received positive feedback from teachers regarding the extensive resources that come with the new ELA and Math curriculum. Similarly, families appreciate the robust family resources, including communications and videos. Students have shared that they like the use of manipulatives in math learning, and they appreciate the additional time in small group instruction they receive under the new curriculum. Based in part on this feedback, we will be continuing to utilize the new curriculum and look forward to year two of implementation, and we plan to pilot a Tier 1 curriculum for grades 3-5 in hopes that it will have similarly positive results. Teacher feedback indicates we have a strong culture. We heard from them that there was some overwhelm around implementation of the new curriculum. We provided p.d. on the curriculum and adjusted time for intellectual preparation wherever possible, and we started to see progress in their management of that intellectual prep. Teacher feedback indicates they appreciate how school leaders have heard feedback and made adjustments accordingly. We plan to continue providing p.d. and coaching and adjusting as needed to support year two of implementation (Action 2.1 Professional Development). We received teacher feedback pointing to the need to change our teacher preparation program partner (Action 2.3 Teacher Credentialing). We received input from our school leaders, teachers, and staff on the effectiveness of our assessments (2.2 Data Driven Instructional Practices). They are very happy with the high retention of assessment proctors, leading to increased familiarity and stronger skills and knowledge base. We heard similar input from our Multilingual Learner leads. We also got feedback from ETS and our state success agent that we have improved in our implementation. We attribute this success to having in-person training and practice on the technical aspects of the administration. Teachers have appreciated the shorter amount of time it takes to administer reading assessment and the increase in rigor aligned to Common Core of our math assessments.

Goal 3

Based on staff and family feedback, we improved significantly this year in our Operations. Highlights of this success include improvements in safety, joy, and efficiency at recess. Based on this feedback, we plan to continue implementing the actions of Goal 3. In our Fall 2023 family survey, we evaluated safety and effectiveness of our drop off and pick up procedures and our school providing a safe learning environment. We surveyed again in December, and improved and exceeded 80% satisfaction in these categories. This input supported the effectiveness of our Goal 3 actions.

Goal 4

On student wellness surveys, we noticed a desire for children to be kinder to each other. In response, we have worked on the personalization of our SEL curriculum to tailor to this need (Action 4.3 Social Emotional Learning). School leaders know and implement Restorative Justice practices, and we are seeking to strengthen these in our teachers too. Student surveys indicate they do feel they have a trusted person on campus, and that they feel safe and supported.

The Care Corps team continually seeks input from families on any help needed in meeting basic needs, and family input continues to show a great need among families for services such as food, shelter, medical, and other resources. In response, we expanded our Care Corps program and integrated the Community Schools program with it so that we can support more families with wrap-around services (Care Corps Action 4.4).

Goal 5

During the implementation of the new Math and Reading curriculum described in Goal 1, Action 1, we heard from families that although there is much they appreciate about the program, some of the content is taught in ways different than they learned it. To address this, we're having academic community meetings about the curriculum and sharing ways parents can support students at home, as part of Family Engagement (Action 5.1). In 23-24 we added a fall mini-survey in addition to our annual Spring family survey. Our intent was to get feedback after the first 30 days of the school year and be able to make timely adjustments before surveying again in Spring. The valuable feedback received led to several plan improvements. First, we plan to continue the fall mini-survey as part of our family engagement. Additionally, we learned that orientation was a meaningful experience for our families, so we plan to continue this event. We learned that families appreciate the events we hold for them, and our staff feedback indicates they have enjoyed the increase in community events and ability to have an active role in them, supporting the effectiveness of our Family Engagement (Action 5.1). In asking what additional family engagement events they would like to have, we learned that families would like to have cultural celebrations. We implemented many cultural celebrations throughout the year and plan to continue these in the coming year, based on positive family feedback (Action 5.1 Family Engagement). Parents report having strong relationships with teachers and school leaders, supporting the effectiveness of our school family partnerships (Action 5.3). We also heard from parents that some aren't sure how to support their child with their homework, and so we are working with teachers to use our communication platform to share how-to videos or exemplars and other parent resources (Action 5.1).

Goals and Actions

Goal

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

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

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. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 47.1% English Learners: 31.3% Hispanic: 40.1% Socioeconomically Disadvantaged: 46.3% Students with Disabilities: 18.2% Asian: 76.9% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	52.1% Data Year: 2025-26	[Insert current difference from baseline here]

1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 41.4% English Learners: 24.1% Hispanic: 33.3% Socioeconomically Disadvantaged: 38.8% Students with Disabilities: 13.6% Asian: 71.8% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	46.4% Data Year: 2025-26	[Insert current difference from baseline here]
1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 26.4% English Learners: 10.0% Hispanic: 19.1% Socioeconomically Disadvantaged: 22.0% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	31% Data Year: 2025-26	[Insert current difference from baseline here]
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	.88 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	.98 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	

1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	50% Data Year: 2022-23			55% Data Year: 2025-26	
1.7	EL Reclassification Rate Data Source: Internal SIS Demographics Data	10.3% Data Year: 2023-24 (as of 3/29/24)			15% Data Year: 2026-27	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Personalized Learning	<p>RBM's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Title I funds are used for tutors and teacher assistants who provide small group instruction during the school day in order to fill learning gaps and accelerate learning. 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 Intervention 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 classroom 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 students in Special Education.</p> <p>We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 24-25, we will be in year two of implementing a new Humanities/ELA intervention curriculum. Participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-4 students.</p> <p>Title I Evidence-Based Strategies</p>	\$ 570,941 (\$210,141 Title I)	Yes
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		<p>The Personalized Learning action, as described above, combines adaptive intervention curriculum for learning acceleration with high quality tutoring in a small group setting. These evidence-based educational strategies are designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards. During learning lab time, all students utilize adaptive online learning platforms to fill gaps and accelerate learning. Title I-funded tutors pull small groups of students for tutoring based on assessment data, targeting students most in need of academic support, including low income students, English learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.</p>		
1.2	Special Education Supports	<p>Although RBM runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. 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>	\$ 425,171	No

1.3	Services to Support Multilingual Students	<p>Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to grade 5. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year.</p> <p>Last year 23-24, we built on EL Roadmap Principle 1 and focused on EL Roadmap Principle 2 by investing in intellectual quality of instruction and meaningful access, which included embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helped us identify opportunities to elevate our practices and innovate in services of educational equity.</p> <p>To amplify the implementation of Integrated ELD, we used "Universal Strategies" to provide access to content. Designated ELD focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons were differentiated for newcomers. Teachers also increased their knowledge on newcomers strategies through campus held professional development and modules.</p> <p>We invested in formative assessment to monitor progress towards both of our program goals, making progress towards English proficiency and mastery of grade level standards. We measured student progress in Lexia English (units and levels) to ensure that students stay on track to achieve their ELPAC growth goals. In addition to Lexia English, we used formative assessments aligned to the ELD standards such as piloting the ELPAC Interim Assessments (Writing Domain only in non standardized testing) to measure movement along the language proficiency continuum.</p>	\$ 37,412	No
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		<p>In 24.25 we will continue to build on EL Roadmap Principle 2 by continuing to explicitly teach ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We will revamp our rollout plan for Universal Strategies to strategically respond to the needs of all campuses and provide resources and support for its integration in all learning spaces, and/or elevate teacher practice on GLAD strategies through professional development and coaching support. We will continue to invest in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice.</p> <p>In engaging families of multilingual learners and strengthening our schools' partnership with them, our school will continue to elect an ELAC Ambassador to represent multilingual learners in SSC and other spaces. To develop their knowledge on the multilingual learners program, ELAC Ambassadors will meet three times a year and attend walkthroughs on campus to observe instruction, including social emotional learning. During SSC/ELAC meetings, ELAC Ambassadors will lead the conversation with schools on multilingual learners support and achievement. They will have multiple opportunities to collaborate with their schools to increase at home support, and advocate for high quality instruction.</p>		
1.4	Rocketship Reads	Rocketship Academy Brilliant Minds will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores and fostering a love of learning and constant growth. This will include working with our entire school staff on modeling reading as an everyday activity. Our Humanities teachers will also own and implement “book shopping” within their classrooms to ensure students always have a “just right” book they are ready to enjoy at home or in spare moments at school.	\$ 101,497	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	High Quality, Research-based Curriculum	<p>The RBM 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. RBM operates an inclusion model and therefore this core 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. RBM 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. For 24-25, we will continue the implementation of the math curriculum and k-2 reading begun in 23-24, and we plan to pilot a Tier 1 reading curriculum for grades 3-5.</p>	\$ 40,481	No
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2.2	Professional Development	<p>Professional Development is a critical component of the RBM program. We will continue to implement a comprehensive program of 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 will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs.</p> <p>Summer PD</p> <p>Each summer, RBM 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, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.</p> <p>Thursday PD</p> <p>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>Professional Development Fund</p> <p>RBM has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RBM 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.</p>	\$ 253,672	Yes
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2.3	Data Driven Instructional Practices	<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"> • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS 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) • Initial and summative Alternative ELPAC for English Learners with severe cognitive disabilities <p>Following administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RBM 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>	\$ 74,110	Yes
2.4	Instructional Coaching	<p>The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RBM teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. 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>	\$ 214,026	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that will provide staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 24-25 school year.	\$ 36,986	No
2.6	Culturally Responsive Pedagogy	RBM is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. 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.	\$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the "good repair" standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	83% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	91% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	85% Data Year: 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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3.1	Operations Staffing & Development	<p>Our school 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. Our BOM serves as safety lead for campus, planning and leading safety training 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.</p> <p>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.</p>	\$ 465,438	Yes
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3.2	Facilities Maintenance	<p>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>Our school 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> <p>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>	\$ 288,124	No
3.3	Safety Training	<p>We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.</p>	\$ 13,668	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their 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. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No
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Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 5-Student Engagement, 6-School Climate; and 7-Course Access.

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. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	83% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	All Students: 0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	All Students: 0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23			100% Data Year: 2022-23	
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Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	<p>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, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. 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.</p>	\$ 245,964	Yes
4.2	Outdoor Education and Community Experiences	<p>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 from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go 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.</p>	\$ 60,178	Yes

4.3	Social Emotional Learning	<p>At Rocketship Academy Brilliant Minds, we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Academy Brilliant Minds core values: respect, responsibility, persistence, empathy, and initiative. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.</p> <p>In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.</p>	\$ 137,849	No
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		<p>Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed.</p> <p>We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling 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.</p>		
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4.4	Care Corps	<p>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 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 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. We have expanded our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We conduct health screenings for all students, including vision, hearing, and dental. We partner with an outside organization to provide families with immunizations. We have four main initiatives:</p> <p>Food Distribution: We service 800 families every month across San Jose and East Bay.</p> <p>Pop Up Closet: Free clothing families can access either at food distribution sites or on campus.</p> <p>Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example).</p> <p>Health Screenings</p> <p>The team of providers works 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 Schools program also includes a program to address chronic absenteeism.</p>	\$ 78,791	No
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Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

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. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	93.2% Data Year: 2023-24 (as of 3/29/24)	[Insert outcome here]	[Insert outcome here]	95% Data Year: 2026-27	[Insert current difference from baseline here]

5.2	<p>Chronic Absenteeism rate for all students and all significant subgroups</p> <p>Data Source: SIS Attendance Reports</p>	<p>All Students: 18.1%</p> <p>English Learners: 16.6%</p> <p>Low Income: 19.0%</p> <p>Students with Disabilities: 18.5%</p> <p>Homeless: 31.7%</p> <p>Asian: 5.9%</p> <p>Hispanic/Latinx: 20.8%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>All Students: 10%</p> <p>Data Year: 2026-27</p>	[Insert current difference from baseline here]
5.3	<p>% of parents are involved (% parents on track to complete participation hours)</p> <p>Data Source: Internal HelpCounter Data</p>	<p>98%</p> <p>Data Year 2023-24 (as of 5/3/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>76%</p> <p>Data Year 2026-27</p>	[Insert current difference from baseline here]
5.4	<p>% Home visits completed</p> <p>Data Source: Internal Data</p>	<p>96%</p> <p>Data Year 2023-24</p>			<p>95%</p> <p>Data Year 2026-27</p>	

5.5	<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p> <p>Data Source: Annual Parent Survey</p>	<p>84%</p> <p>Data Year 2023-24</p>			<p>88%</p> <p>Data Year 2026-27</p>	
5.6	<p>% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)</p> <p>Data Source: Annual Parent Survey</p>	<p>87%</p> <p>Data Year: 2023-24</p>			<p>85%</p> <p>Data Year 2026-27</p>	

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	100% Data Year: 2023-24			90% Data Year 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	Family Engagement	<p>We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including:</p> <p>Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year.</p> <p>Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party.</p> <p>Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders.</p> <p>Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.</p>	\$ 114,456	Yes
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	<p>Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement.</p> <p>College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.</p> <p>Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.</p>		
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5.2	Family Advocacy and Leadership	<p>In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond.</p> <p>Advocacy opportunities for all families include:</p> <p>School Site Council (SSC) and English Learner Advisory Committee (ELAC):</p> <p>SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners.</p> <p>Regional Advisory Board: 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> <p>California Leadership Organizing Committee (CLOC):</p> <p>The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.</p>	\$0	No
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5.3	School-Family Partnership	<p>Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents 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 parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums.</p> <p>Through the Care Corps program, schools 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>	\$ 48,100	No
5.4	Los Dichos	<p>Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the 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 or Vietnamese 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 Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.</p>	\$ 18,527	No

5.5	Attendance Initiatives	<p>We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I includes positive attendance incentives and daily contacts made for any absent students. Tier II supports begin once a student misses 2+ days within the week, with added outreach, action planning, and notifications provided. Tier III supports, which begin when a student is identified as chronically absent or truant, incorporate intensive supports and team-based monitoring that as needed can involve our formalized process of School Attendance Review Team (SART) potential referrals to our Regional Attendance Review Board (RARB). We work to ensure that our systems and process are followed with fidelity so that attendance barriers are addressed and families are equipped with resources to improve attendance.</p>	\$ 42,828	No
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Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 1,852,502	\$217,316

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.45%	0%	\$0	34.45%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.1 Personalized Learning</p> <p>1.4 Rocketship Reads</p> <p>2.1 Professional Development</p> <p>2.3 Data Driven Instructional Practices</p> <p>2.4 Instructional Coaching</p>	<p>In reviewing the 2023 ELA performance of our English Learners (-15.9) and Socioeconomically Disadvantaged (-17.2) students, we find that both groups are at yellow level (EL -15.9 and SED -17.2). In 2023 Math performance, we find that both groups are also at yellow level (EL -27.2 and SED -26.6). We had green level performance in 2023 on the English Learner Progress Indicator, with 50.5% of students making progress towards English language proficiency. In 2023-24, our EL Reclassification rate was 10.3% as of 3/29/24. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.</p>	<p>Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship 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 Driven Instructional Practices provide high quality assessments and 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 instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math</p>	<p>1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate</p>
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<p>3.1 Operations Staffing & Development 4.1 Enrichment 4.2 Field Trips</p>	<p>In 2023, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2024 survey results showed that 83% of students feel safe on campus and 83% of students feel connected to at least one staff member. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.</p>	<p>will benefit, they are LEA-wide actions.</p> <p>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, and progress yet to be made. Operations Staffing & Development is an action designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--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. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.</p>	<p>3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate</p>
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5.1 Family Engagement	<p>Our 2024 survey and internal data showed that 84% of parents were satisfied with their school, 98% of parents were involved in their school, 83% of families received home visits. 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.</p>	<p>A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all families will benefit, they are LEA-wide actions.</p>	<p>5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>
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Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Brilliant Minds is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RBM does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

California Department of Education
November 2023

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,377,045	\$ 1,852,502	34.452%	0.000%	34.452%	\$ 1,890,141	0.000%	35.152%	Total:	\$ 1,890,141
								LEA-wide Total:	\$ 1,890,141
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RBM	\$ 360,800	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RBM	\$ 101,497	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RBM	\$ 253,672	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RBM	\$ 74,110	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RBM	\$ 214,026	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RBM	\$ 465,438	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RBM	\$ 245,964	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RBM	\$ 60,178	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RBM	\$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RBM	\$ 114,456	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,371,752.63	\$ 3,565,720.13

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Standards-Aligned Instruction & Materials	No	\$ 100,950	\$ 79,266
1	2	Personalized Learning	Yes	\$ 550,265	\$ 491,901
1	3	Special Education Supports	No	\$ 312,062	\$ 412,454
1	4	Services to Support Emerging Bilingual Students	No	\$ 37,229	\$ 34,605
1	5	Reading Engagement	Yes	\$ 5,146	\$ 4,888
2	1	Professional Development	Yes	\$ 203,556	\$ 206,167
2	2	Assessments	Yes	\$ 19,465	\$ 44,216
2	3	Data Days	Yes	\$ 43,636	\$ 44,315
2	4	Coaching	Yes	\$ 413,527	\$ 308,074
2	5	Teacher Credentialing	No	\$ 36,986	\$ 32,965
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 111,466
3	2	School Maintenance	No	\$ 155,057	\$ 156,823
3	3	Custodial Service and Supplies	No	\$ 138,910	\$ 152,150
3	4	Operations Specialists	Yes	\$ 322,513	\$ 423,465
4	1	Enrichment	Yes	\$ 628,505	\$ 782,696
4	2	Field Trips	Yes	\$ 48,970	\$ 65,178
4	3	Social Emotional Learning	Yes	\$ 25,251	\$ 22,179
4	4	CareCorp	No	\$ 82,930	\$ 73,074
5	1	Family Involvement	No	\$ 8,530	\$ 8,035
5	2	Family Outreach	Yes	\$ 9,432	\$ 17,348

5	3	School Leadership Team	No	\$ 104,079	\$ 93,047
5	4	Los Dichos	No	\$ 5,000	\$ 1,405

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,682,860	\$ 1,536,309	\$ 1,686,060	\$ (149,751)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Personalized Learning	Yes	\$ 263,456	\$ 312,173.34	0.00%	0.00%
1	5	Reading Engagement	Yes	\$ 5,146	\$ 4,888.23	0.00%	0.00%
2	1	Professional Development	Yes	\$ 192,414	\$ 206,166.97	0.00%	0.00%
2	2	Assessments	Yes	\$ 19,465	\$ 44,216.45	0.00%	0.00%
2	3	Data Days	Yes	\$ 40,967	\$ 44,315.29	0.00%	0.00%
2	4	Coaching	Yes	\$ 309,453	\$ 308,073.57	0.00%	0.00%
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 111,466.18	0.00%	0.00%
3	4	Operations Specialists	Yes	\$ 269,700	\$ 423,465.45	0.00%	0.00%
4	1	Enrichment	Yes	\$ 232,300	\$ 126,588.76	0.00%	0.00%
4	2	Field Trips	Yes	\$ 48,970	\$ 65,178.00	0.00%	0.00%
4	3	Social Emotional Learning	Yes	\$ 25,251	\$ 22,179.46	0.00%	0.00%
5	2	Family Outreach	Yes	\$ 9,432	\$ 17,348.29	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,822,707	\$ 1,682,860	0.00%	34.89%	\$ 1,686,060	0.00%	34.96%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

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 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Delta Prep

CDS Code: 07-61648-0137430

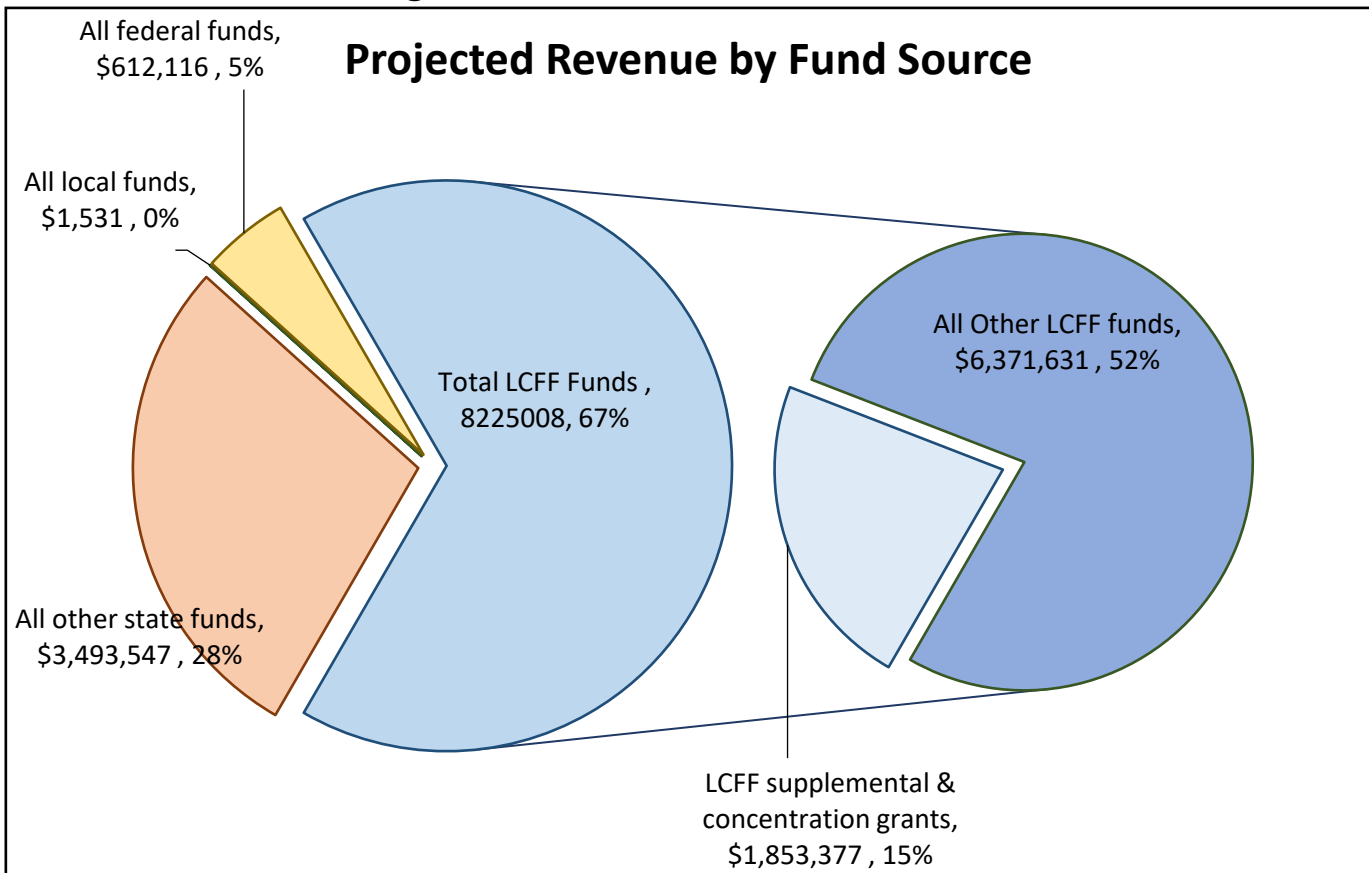
School Year: 2024-25

LEA contact information: Benjamin Carson 501-258-7831 bcarson@rsed.org

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 2024-25 School Year

Projected Revenue by Fund Source

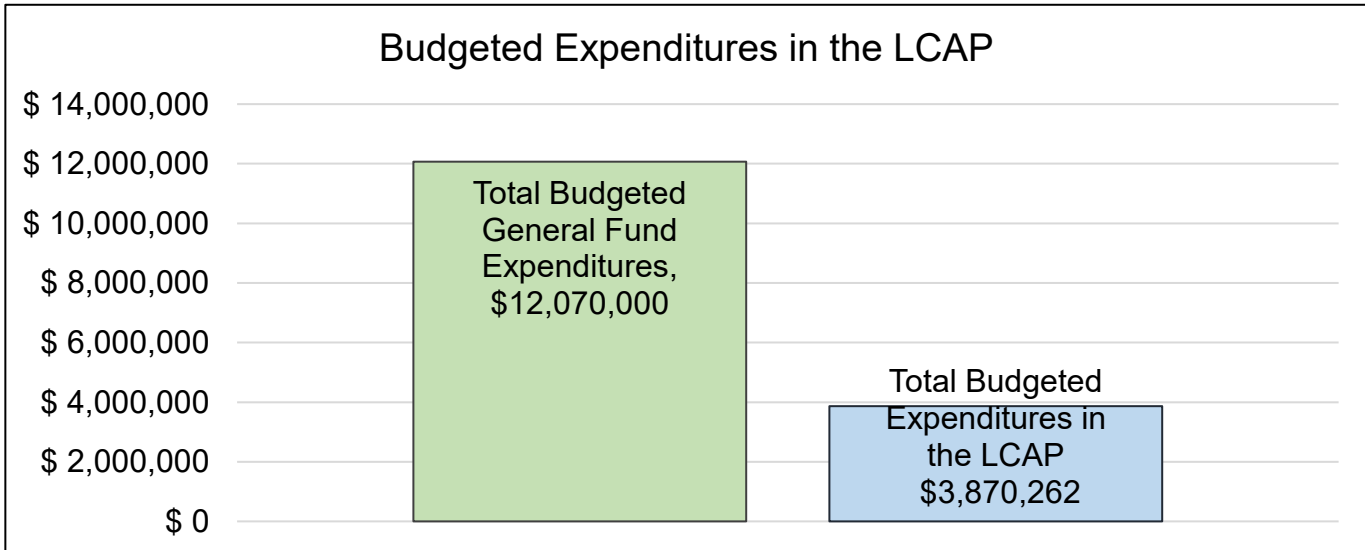


This chart shows the total general purpose revenue Rocketship Delta Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Delta Prep is \$12,332,201.88, of which \$8,225,008.00 is Local Control Funding Formula (LCFF), \$3,493,546.62 is other state funds, \$1,531.39 is local funds, and \$612,115.87 is federal funds. Of the \$8,225,008.00 in LCFF Funds, \$1,853,377.00 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 Delta Prep plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Delta Prep plans to spend \$12,070,000.00 for the 2024-25 school year. Of that amount, \$3,870,261.99 is tied to actions/services in the LCAP and \$8,199,738.01 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

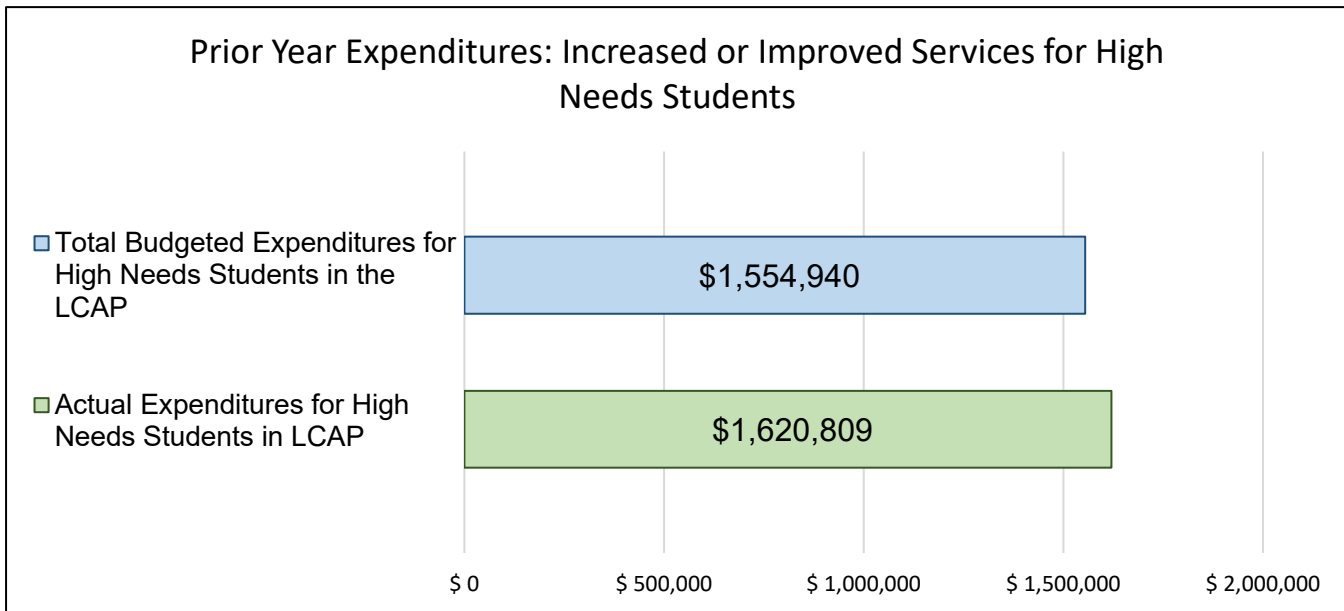
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Rocketship Delta Prep is projecting it will receive \$1,853,377.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Delta Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Delta Prep plans to spend \$1,940,222.86 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 2023-24



This chart compares what Rocketship Delta Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Delta Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Rocketship Delta Prep's LCAP budgeted \$1,554,939.53 for planned actions to increase or improve services for high needs students. Rocketship Delta Prep actually spent \$1,620,809.09 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Delta Prep	Nia Belvin, Principal	rdl@rsed.org ; (925) 951-6800

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. This broad goal addresses state priority 4-Pupil Achievement and 8-Other Pupil Outcomes.

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: 25% English Learners: 0% Low Income: 21.7% Students with Disabilities: N/A Black or African American: 12.1% Hispanic/Latinx: 37.5%	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 36.6% English Learners: 27.0% Low Income: 37.3% Students with Disabilities: 9.1% Black or African American: 37.3% Hispanic/Latinx: 34.4%	2022-23 All Students: 35.0% English Learners: 20.0% Low Income: 33.2% Students with Disabilities: 5.0% Black or African American: 29.3% Hispanic/Latinx: 33.6%	30% Data Year: 2022-23 Data Source: CA Dashboard

	Data Source: CA Dashboard		Data Source: CA Dashboard	Data Source: CA Dashboard	
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 25.7% English Learners: 15.4% Low Income: 24.1% Students with Disabilities: N/A Black or African American: 12.1% Hispanic/Latinx: 41.9% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 31.0% English Learners: 22.6% Low Income: 29.3% Students with Disabilities: 9.1% Black or African American: 25.8% Hispanic/Latinx: 32.2% Data Source: CA Dashboard	2022-23 All Students: 24.1% English Learners: 22.7% Low Income: 24.2% Students with Disabilities: 15.0% Black or African American: 20.0 % Hispanic/Latinx: 23.1% Data Source: CA Dashboard	29% Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups	TBD once results become available Data Year: 21-22 Data Source: Data Quest	N/A	2021-22 All Students: 17.5% English Learners: 10.5% Low Income: 22.6% Black or African American: 25% Hispanic/Latinx: 16.7 % Data Source: CA Dashboard	2022-23 All Students: 14.5% English Learners: 13.0% Low Income: 12.5% Black or African American: 12.5 % Hispanic/Latinx: 14.6% Data Source: CA Dashboard	TBD based on baseline Data Year: 2022-23 Data Source: Data Quest
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.39 Data Source: NWEA MAP	.71 Data Year: 2021-22 Data Source:	.74 Years Data Year: 2022-23 Data Source:	.70 Years Data Year: 2023-24 Data Source:	1.2 Years Data Year: 2023-24 Data Source:

		NWEA MAP	NWEA MAP	NWEA MAP	NWEA MAP
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.39 Data Source: NWEA MAP	.79 Data Year: 2021-22 Data Source: NWEA MAP	.94 Years Data Year: 2022-23 Data Source: NWEA MAP	.83 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 24% Data Source: CA Dashboard	66.9% Scoring Level 3 or 4 on ELPAC (2019-20 ELPAC test suspended due to COVID, no prior year score for ELPI calculations) Data Year: 2020-21 Data Source: DataQuest	2021-22: 32% Data Source: CA Dashboard	2022-23: 36% Data Source: CA Dashboard	High (Green) on current status of dashboard 55% Data Year: 2022-23 Data Source: CA Dashboard
EL Reclassification Rate	2019-20: 2.6% Data Source: CA Dashboard	.7% (due to COVID assessment and instruction interruptions) Data Year 2020-21 DataQuest 9.9% Data Year 2021-22 (as of 4/15/22) Data Source	4% Data Year 2022-23 (as of 3/15/23) Data Source SIS Demographics Data	1.9% Data Year 2023-24 (as of 3/29/24) Data Source SIS Demographics Data	15% Data Year: 2023-24 Data Source: SIS Demographics Data

		SIS Demographics Data			
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Goal Analysis

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.

All Goal 1 actions were implemented as planned except, in 1.4 Services to Support Emerging Bilingual Students, we did not implement the support plan framework for newcomers. However, we differentiated our curriculum for newcomers, and we provided p.d. for our teachers on newcomer strategies. Successes and Challenges: In 1.1 Common Core-Aligned Instruction & Materials, we adopted a new curriculum for math and for reading. The math curriculum is conceptually based, and the reading program is based on the science of reading. The adoption has been a success. A related challenge has been, given the new curriculum, how we personalize instruction for students. We reflected mid-year on our implementation and made some adjustments to small-group instruction and student 1-to-1 coaching. In 1.2 Personalized Learning, we are in Year 1 implementation of a new district curriculum. A success was that all teachers and leaders received professional development on the new curriculum and are implementing year one. A related challenge we anticipate is the need for support beyond year one, and we are considering how to develop additional professional development for continued support of the implementation and rollout. In 1.3 Special Education Supports, we had success in gathering cross discipline/provider aligned recommendations for students to ensure all providers are working on the full picture for increased student achievements. A related challenge has been the need for cross discipline/team assessment calendars. At times it is difficult to align all providers on a date. In 1.4 Services to Support Emerging Bilingual Students, a success to celebrate is that not only is designated ELD happening with fidelity, but based on school site observation and network observation data, it is occurring with higher quality instruction than ever before, responding to our focus on Principle 2 of the EL Roadmap. In addition to observation data, our Multilingual Learner leads, the school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the programs on their campuses. In terms of challenges for 1.4, we had planned a rollout of universal strategies to support Tier One instruction. Regional observation showed it was not a strong rollout, and we can do better next year. We plan to either go back to GLAD (Guided Language Acquisition Design) strategies implementation, which is more familiar, or to increase focus on implementation roll out for universal strategies.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.2 Personalized Learning, there was a material difference (\$117,774) due to additional time spent by tutors on individual support and attention for more personalized learning

In 1.3 Special Education Supports, there was a material difference (\$318,362) due to increased need for special education contractors due to staffing shortages. Contractors are more expensive than hiring internal staff.

In 1.4 Services to Support Emerging Bilingual Students, there was a material difference (-\$4,258) because ELL software costs were slightly lower than initially planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 1.1 Common Core-aligned instruction & materials, 1.2 Personalized Learning, 1.3 Special Education Supports, and 1.5 Love of Reading Campaign actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA, where we met our target, and Math, where we approached our target. Although we see growth, there is a bigger learning gap due to the pandemic that we will continue working to address.

We began implementing new curricula for reading and math in 2023-24. In the curriculum rollout, under Action 1.1, our goal for this year was to know we are implementing with fidelity. We expect to see and evaluate the results after a full year of implementation. Our internal data points for this year are around implementation, which is positive. We are planning for further implementation support in the 24-25 school year as well.

In 1.4 Services to Support Emerging Bilingual Learners, our annual goal is for 15% of students to meet all required criteria for reclassification each year. We also strive for at least 55% of students to demonstrate progress on the English Learner Progress Indicator (ELPI). In 2023, we had 36% of students making progress in the English Learner Progress Indicator. In 2023-24, we had a reclassification rate of 1.9% Data showing the full impact of this year’s LCAP goals and initiatives will be available in the summer. But our internal observation data on implementation of ELD shows the highest quality implementation yet. Based on this information, we believe the action toward the goal was somewhat effective. In order to accelerate progress, we plan to continue this work and to either increase the focus on universal strategies for Tier One instruction or return to GLAD strategies implementation, which is under consideration.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. In 1.1 and 1.2, we added information about the adoption and implementation of a new Tier 2 Intervention curriculum. In 1.4 we added information on our ELD implementation for 24-25 within the context of a multi-year focus on the EL Roadmap. In 1.5 we changed the title to align with current initiatives.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<p>% of students with access to their own copies of standards aligned instructional materials for use at school and at home</p>	<p>100% Data Year: 2019-20 Data Source: Local Indicators</p>	<p>100% Data Year: 2020-21 Data Source: Local Indicators</p>	<p>100% Data Year: 2021-22 Data Source: Local Indicators</p>	<p>100% Data Year: 2022-23 Data Source: Local Indicators</p>	<p>100% Data Year: 2022-23 Data Source: Local Indicators</p>
<p>Number/% of total and EL teachers credentialed & properly assigned</p>	<p>100% Data Year: 2019-20 Data Source: Local Indicators</p>	<p>100% Data Year: 2020-21 Data Source: Local Indicators</p>	<p>100% Data Year: 2021-22 Data Source: Local Indicators</p>	<p>100% Data Year: 2022-23 Data Source: Local Indicators</p>	<p>100% Data Year: 2022-23 Data Source: Local Indicators</p>
<p>% of adopted standards including ELD standards implemented</p>	<p>100% Data Year: 2019-20 Data Source: Local Indicators</p>	<p>100% Data Year: 2020-21 Data Source: Local Indicators</p>	<p>100% Data Year: 2021-22 Data Source: Local Indicators</p>	<p>100% Data Year: 2022-23 Data Source: Local Indicators</p>	<p>100% Data Year: 2022-23 Data Source: Local Indicators</p>

Goal Analysis

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.

All Goal 2 actions were implemented as planned except, in 2.2 Assessments, the first two bullet points did happen as planned, but we now use the term state test primer instead of interim assessments, and we used DIBELS instead of STEP and Fountas and Pinnell in order to better align to our curriculum. Successes and Challenges: In 2.1 Professional Development, a success was that our P.D. directly supported implementation of the new curriculum across all spaces. We partnered with external organizations to make this come to life. We held a mix of school-based and network regional p.d. In 2.1, a challenge was in differentiating for teachers, given we were all starting with the new curriculum (so that new vs. experienced teachers all had the same p.d.). One of the greatest successes in 2.2 Assessment was that we had highly experienced internal ELPAC proctors through strong staff retention. This was a great benefit for our students. In 2.2 Assessment, we wish we could have more internal proctors, but we do still have to use some external proctors. In 2.3 Data Days, our data analysis has led to gains in % of students on track in reading levels and to increases in end of unit module assessments as well. In 2.3 Data Days, it was challenging to adapt to some of the new reporting structures with the new curriculum, which reports would be most useful to incorporate. Our reading assessment, mCLASS, tracks across major skills, but doesn't give us specifics to the letter, so we learned we had to supplement. In 2.4 Coaching, we successfully leveraged regional cluster common planning to bring together grade levels. We also held successful leadership development clinics for site leaders to opt into. Additionally, we found success in the creation of a core block coaching look-fors playbook to guide coaching. In 2.4 Coaching, it was a challenge to adjust our intellectual prep structures to account for teachers' increased need for time to internalize new curriculum. In 2.5 Credentialing, We have seen many of our teachers pass their required tests and continue to support staff still working to meet program enrollment requirements. In terms of challenges, we have determined that National University is not the optimal partner for our Intern teachers. We will be directing new staff that require program enrollment to Reach University instead. In 2.6 Culturally Responsive Pedagogy, we saw success in holding in person Los Dichos to bring in families to read with students on a monthly basis. We also held academic community meetings to unpack the curriculum, discuss progress with families, and align on strategies to support our Rocketeers. We found success in providing windows and mirrors for Rocketeers through our classroom libraries and text selection. In 2.6 Culturally Responsive Pedagogy, a challenge was in adjusting to find high leverage places for personalization and modification for our new curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.1 Professional Development, there was a material difference (-\$43,014) because fewer staff members than budgeted resulted in slightly lower professional development expenses.

In 2.2 Assessments, there was a material difference (\$3,518) because of increased expenses due to additional substitutes for testing.

In 2.3 Data Days, there was a material difference (-\$8,318) because of lower spending than budgeted at the start of the year.

In 2.4 Coaching, there was a material difference (-\$104,922) because fewer Assistant Principals on staff vs. plan resulted in lower coaching expenses.

In 2.5 Teacher Credentialing there was a material difference (-\$22,035) because of fewer credentialing expenses due to teacher staffing shortages and lesser need vs. initial plan.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. We combined the previous Assessment and Data Days actions into 2.2 Data Driven Instructional Practices to better capture the data cycle. In 2.4 we updated the description to reflect our new partnership with Reach University and our work to strengthen our internal career pathway, also in partnership with Reach. In 2.5, we updated the description to more succinctly reflect our ongoing implementation of culturally responsive pedagogical practices.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

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 Data Year: 2019-20 Data Source: Local Indicators	Met Data Year: 2020-21 Data Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source:	Met Data Year: 2022-23 Data Source: Local Indicators

				Local Indicators	
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure	71% Data Year: 2021-22 Data Source: Internal Survey	75% Data Year: 2022-23 Data Source: Internal Survey	77% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure	95% Data Year: 2021-22 Data Source: Annual Parent Survey	66% Data Year: 2022-23 Data Source: Annual Parent Survey	64% Data Year: 2023-24 Data Source: Annual Parent Survey	85% Data Year: 2023-24 Data Source: Annual Parent Survey

Goal Analysis

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.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Business Operations Manager, based on our internal metrics for operations systems, we improved operations significantly this year. Highlights of this success include improvements in safety, joy, and efficiency at recess. In 3.2 School Maintenance, we successfully installed a high tech security system with cameras and alarms throughout the campus and controlled access. In 3.3, we changed our janitorial company, and we have a day porter that serves more hours. In 3.2 School Maintenance, this year we expanded our network team for facilities maintenance. Although we successfully added one staff member, we struggled to fill the third role, which impacted our ability to address all needs in the most expeditious manner possible. In 3.4 Operations Specialists, a challenge is staffing of operations roles and the need for greater consistency of personnel in those roles. Parents expressed concerns about safety in drop off and pick up. In response, we placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Our BOM met with the facilities team, and our team has met with city officials, advocating for a speed bump, patrol, or other remedies to the traffic concerns.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences for the actions in Goal 3.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The School Maintenance action was effective as evidenced by the Do facilities meet the “good repair” standard: Met.
The Business Operations Manager, Custodial Services & Supplies, and Operations Specialists actions were somewhat effective overall as evidenced by family and student survey results: % of students feel safe on campus: 77% and % of families feel campus is safe: 64%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work.

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.

In 3.1 we updated the action to include the Operations Specialist role in addition to the Business Operations Manager. In 3.2 we added janitorial services to the description so the action will encompass maintenance and janitorial. In 3.3, we shifted the focus from janitorial services to safety trainings. In 3.4 we shifted the focus to describe systems of staff development and continuous improvement in operations.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 4

Goal #	Description
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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. This broad goal addresses state priorities 3-Parent Engagement; 5-Student Engagement; 6-School Climate; and 7-Course Access.

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 2020-21 data due to pandemic school closure	79% Data Year: 2021-22 Data Source: Internal Survey	82% Data Year: 2022-23 Data Source: Internal Survey	81% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	89% Data Year: 2020-21 Data Source: Annual Parent Survey	73% Data Year: 2021-22 Data Source: Annual Parent Survey	74% Data Year: 2022-23 Data Source: Annual Parent Survey	70% Data Year: 2023-24 Data Source: Annual Parent Survey	90% Data Year: 2023-24 Data Source: Annual Parent Survey
Portion of parents with input into decision making (Parent survey participation rate)	100% Data Year: 2020-21 Data Source: Annual Parent Survey	18% Data Year: 2021-22 Data Source: Annual Parent Survey	23% Data Year: 2022-23 Data Source: Annual Parent Survey	97% Data Year: 2023-24 Data Source: Annual Parent Survey	90% Data Year: 2023-24 Data Source: Annual Parent Survey
Chronic Absenteeism rate for all students	2018-19 All students: 24.5%	All Students: 54.2% English Learners: 53%	All Students: 46.3% English Learners: 48.5%	All Students: 36.8% English Learners: 35.0%	All Students: 10% English Learners:

<p>and all significant subgroups</p>	<p>English Learners: 13%</p> <p>Low Income: 24.1%</p> <p>Students with Disabilities: 21.4</p> <p>Black or African American: 29.5%</p> <p>Hispanic/Latinx: 20.5%</p> <p>White: 9.5%</p> <p>Two or More Races: 35.1%</p> <p>Data Source: CA Dashboard</p>	<p>Low Income: 54.7%</p> <p>Students with Disabilities: 54.5%</p> <p>Asian: 56.3%</p> <p>Black or African American: 56.8%</p> <p>Hispanic/Latinx: 53.9%</p> <p>White: 41.2%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Attendance Reports</p>	<p>Low Income: 46.0%</p> <p>Students with Disabilities: 50.0%</p> <p>Asian: 58.3%</p> <p>Black or African American: 46.2%</p> <p>Hispanic/Latinx: 47.5%</p> <p>White: 23.5%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p> <p>Data Source: SIS Attendance Reports</p>	<p>Low Income: 38.1%</p> <p>Students with Disabilities: 24.5%</p> <p>Homeless: 40.6%</p> <p>Asian: 38.5%</p> <p>Black or African American: 37.7%</p> <p>Hispanic/Latinx: 36.2%</p> <p>White: 41.2%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Attendance Reports</p>	<p>10%</p> <p>Low Income: 10%</p> <p>Students with Disabilities: 10%</p> <p>Asian: 10%</p> <p>Black or African American: 10%</p> <p>Hispanic/Latinx: 10%</p> <p>White: 10%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Attendance Reports</p>
<p>Suspension rate for all students and all significant subgroups</p>	<p>2018-19</p> <p>All students: 4.5%</p> <p>English Learners: 1%</p> <p>Low Income: 4.9%</p> <p>Students with Disabilities: 1.8%</p> <p>Black or African American: 7.9%</p> <p>Hispanic/Latinx: 1.3%</p> <p>White: 4.8%</p> <p>Two or More Races: 5.3%</p> <p>Data Source: CA Dashboard</p>	<p>All Students: 0.0%</p> <p>English Learners: 0.0%</p> <p>Low Income: 0.0%</p> <p>Students with Disabilities: 0.0%</p> <p>Asian: 0.0%</p> <p>Black or African American: 0.0%</p> <p>Hispanic/Latinx: 0.0%</p> <p>White: 0.0%</p>	<p>All Students: 0.0%</p> <p>English Learners: 0.0%</p> <p>Low Income: 0.0%</p> <p>Students with Disabilities: 0.0%</p> <p>Black or African American: 0.0%</p> <p>Hispanic/Latinx: 0.0%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p>	<p>All Students: .6%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Discipline Reports</p>	<p>All Students: 0.5%</p> <p>English Learners:0.5%</p> <p>Low Income: 0.5%</p> <p>Students with Disabilities: 0.5%</p> <p>Asian: 0.5%</p> <p>Black or African American: 0.5%</p> <p>Hispanic/Latinx: 0.5%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Discipline Reports</p>

		Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Discipline Reports	Data Source: SIS Discipline Reports		
Expulsion rate for all students and all significant subgroups	2018-19: 0% Data Source: CA Dashboard	0% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Discipline Reports	2022-23: 0% Data Year: (as of 4/7/23) Data Source: SIS Discipline Reports	2023-24: 0% Data Year: (as of 3/29/24) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 Data Source: SIS Discipline Reports
Average Daily Attendance	2018-19: 92.6% Data Source: SIS Attendance Reports	86.8% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports	88.9% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Attendance Reports	90.4% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Attendance Reports	95% Data Year: 2023-24 Data Source: SIS Attendance Reports
% of students with access to a broad course of study, including unduplicated students and students with exceptional needs	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 4 actions were implemented as planned except, in 4.3 Social Emotional Learning, we did not add the Wellness Counselor Intern (we do have a Wellness Counselor). Successes and Challenges: In 4.1 Enrichment, we were pleased to offer our students Science and P.E. In response to student feedback, we also created some student interest clubs such as soccer, dance, Girls on the Run, and newspaper. In 4.2 Field Trips, we successfully had every single 4th and 5th grade cohort at each RPS campus attend science camp this year. In 4.2 Field Trips, a challenge is that we are still seeing lower than desired (80%) of students attend science camp at some campuses, and they are therefore missing out on a formative experience for their time at Rocketship and specifically for learning science. We had many successes in 4.4 Care Corps. Our reach of families has grown threefold this year across the network. We have been able this year to increase our caseloads to 15 families per school, every nine weeks, serving those with the most severe needs and high chronic absenteeism. Care Corps is integrated with the attendance escalation process, in collaboration with the Regional Attendance Review Board. Across our 13 CA schools, we serve close to 585 families served per year through case management care coordination services. Staff had weekly check-ins with parents, offered community referrals to organizations to meet needs, referred as needed and paid registration to Parent Project (a series of helpful parent workshops offered through the District Attorney office). Care Corps partnered with our school leadership team to share student progress and provide feedback to leverage support of all stakeholders on campus and communicate how they can additionally support, especially when attendance was affected. One big challenge we experienced in 4.4 Care Corps is that there is a high emotional toll on our team when community partners have insufficient resources to help our students. It is very difficult, when we see that families are living in a car, in a tent, doubled, or tripled up in housing, and we are faced with the lack of housing options in the community to help them. Often this year we found that shelters had wait lists, there were no more hotel vouchers available, and hotline for referrals had a two-week waitlist. Another challenge has been helping parents to ask for resources to meet their own needs which would facilitate care coordination services for the entire family.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 Enrichment, there was a material difference (\$323,655) because after school programming expenses were higher vs. plan.

In 4.2 Field Trips, there was a material difference (\$31,600) because Science camp expenses were higher vs. what was initially planned.

In 4.3 Social Emotional Learning, there was a material difference (-\$13,241) because expenses were below plan due to changes in staffing plans, resulting in fewer expenses for the school based social emotional learning consultants and interventionists. Rocketship instead hired regional Wellness Teachers and Counselors.

In 4.4 Care Corps, there was a material difference (-\$9,856) because Care Corp compensation expenses differed from what was planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (81%), by Suspension rate for all students and all significant subgroups (0.6%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Field Trips actions were effective as evidenced

by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by Average Daily Attendance (90.4%), by Chronic Absenteeism rate for all students and all significant subgroups (36.8% overall), and by 70% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–97%). Although the ADA is lower and Chronic absenteeism much higher than in a typical pre-pandemic year, the pandemic continues to bring unprecedented challenges to attendance, and we see in the growth that the actions made a big difference in supporting attendance despite this challenge.

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.

In 4.4 we updated the Care Corps description to include the initiatives begun under our Community Schools program.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priority 3-Parent Engagement.

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)	51% Data Year 2020--21 Data Source: Internal HelpCounter Data	57% Data Year 2021-22 (As of 4/22/22) Data Source: Internal HelpCounter Data	78% Data Year 2022-23 (As of 4/14/23) Data Source: Internal HelpCounter Data	67% Data Year 2023-24 (As of 3/29/24) Data Source: Internal HelpCounter Data	61% Data Year 2023--24 Data Source: Internal HelpCounter Data
% Home visits completed	74%	93%	99%	78%	95%

	Data Year 2020-21 Data Source: Internal Data	Data Year 2021-22 Data Source: Internal Data	Data Year 2022-23 Data Source: Internal Data	Data Year 2023-24 Data Source: Internal Data	Data Year 2023-24 Data Source: Internal Data
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	75% Data Year 2020--21 Data Source: Annual Parent Survey	71% Data Year 2021-22 Data Source: Annual Parent Survey	59% Data Year 2022-23 Data Source: Annual Parent Survey	53% Data Year 2023-24 Data Source: Annual Parent Survey	80% Data Year 2023-24 Data Source: Annual Parent Survey

Goal Analysis

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.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1, we had success in surveying families during the summer and then again in Spring to find out what families would like to have in terms of family engagement events. Conducting two surveys instead of the usual one survey allowed for schools to receive feedback, implement it, and seek additional feedback. Based on this data, we implemented cultural celebrations, including celebrations of Hispanic Heritage, Lunar New Year, and Black History. Our priority this year was engaging families through different processes and systems, and our cultural celebrations were a big part of this. We also offered a Zoom option for Cafecitos, and we held some hybrid academic family meetings, which provided additional flexibility for families. We surveyed families on whether orientation was a meaningful experience, and satisfaction was high, another success in family engagement. In 5.1, a challenge we are considering is how to make sure that all of our families are able to come to the events. We wish to engage more of the families that need the most support--for example, families of students that are truant or chronically absent, and not just the same already involved families. In 5.3, a challenge continues to be finding sufficient time for home visits since we are once again doing fully in-person home visits. In 5.4 Los Dichos, we have had successful family outreach and participation across our Rocketship schools. Across all 13 schools, we've averaged about ~3 family members per classroom and this exceeds our goal of 2 family members per classroom. We had over 3,600 volunteers between September and March so far! We've improved our curriculum to ensure that all books are accessible in Spanish and Vietnamese (vs Spanish only in the past) to reflect the primary home languages spoken in our schools. A success was the inclusion of a broad range of family members in the program--grandpas, cousins, aunties, uncles. A meaningful experience for everyone, and especially for families who could engage in their primary language. In 5.5 Los Dichos, some schools have higher parent turnout than others, we want to support all schools to have consistent family readers each month.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.3 School Leadership Team, there was a material difference (-\$11,579), and the variance is the result of a difference in personnel costs versus the budget

In 5.4 Los Dichos there was a material difference (-\$2,177) because funds were budgeted in case expenses materialized. This is primarily a volunteer program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent involvement and Los Dichos were somewhat effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (67%). We noticed mid-year there was a lack of awareness about the platform for inputting hours and our new teachers were not familiar with the process. We began addressing these challenges and are now seeing steady growth.

Parent Outreach was somewhat effective as evidenced by % Home visits completed (78%)

School Leadership Team was somewhat effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (53%). We will be changing this action to School-Family Partnership to better reflect the collaboration and responsiveness to feedback we are committed to.

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.

We reorganized our actions within Goal 5 to better align with the facets of our family engagement initiatives. We also added an Attendance Initiatives action to communicate the important work being done to increase or maintain high attendance and reduce chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 Delta Prep	Nia Belvin, Principal	rdl@rsed.org ; (925) 951-6800

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Rocketship Delta Prep (RDL) opened in August 2018 in Antioch, CA; it is the 13th Rocketship school to open in the Bay Area. The campus served TK-4 students in its inaugural year and grew in 2019-2020 to serve TK-5. The school now serves 573 students in grades TK-5. Approximately 72.8% of the students are socioeconomically disadvantaged, 29.7% are English learners, 60% are Hispanic/Latinx and 33.2% are African American. Additionally, 8.6% of students qualify for special education services.

Rocketship Delta Prep 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 Delta Prep’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 Delta Prep 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.

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At RDL this fifth core value is courage.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Delta Prep 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 be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. 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 families of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Family members, classified staff, certificated staff and an administrator will make up the council. The number of family members 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 family members 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 Delta Prep 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RDL has identified a success in Suspension Rate Overall (Blue, 0%). We will build on this success by implementing 4.3 Social Emotional Learning.

RDL has identified a need in Chronic Absenteeism Overall (Red, 48.9%) and for English Learners (Red, 54%), Socioeconomically Disadvantaged (Red, 50.5%), African American (Red, 47.5%), and Hispanic (Red, 48.6%) student groups). We will address this need by implementing required action 5.5 Attendance Initiatives.

RDL has identified a need in ELA for the African American student group (Red, -76). We will address this need by implementing required action 1.1 Personalized Learning.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Rocketship Delta Prep has been identified for Differentiated Assistance based on data from the 2022 and 2023 CA Dashboards. In 2023, RDL met criteria for Differentiated Assistance by performing at Red in ELA and Chronic Absenteeism for the Black/African American student group. In 2022, RDL met criteria for Differentiated Assistance by performing at Very Low level in English Learner Progress and Very High level in Chronic Absenteeism for the English learner student group. Work currently underway includes floating aides for additional support in grades 1 and 2 and permanent teacher assistants for kindergarten (1.1 Personalized Learning).

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.

Rocketship Delta Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Delta Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Delta Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	<p>The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RDL based on the CA School Dashboard for 2023 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP input and consultation on 9/26/23, 1/24/24, 4/9/24, and 5/2/24. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. We conducted an RCAB meeting on 5/13/24 to gather more community partner feedback and collaboration around how Care Corps can best support attendance and reduce chronic absenteeism. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 6/4/24.</p> <p>Our board meets quarterly 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 29, 2024. The LCAP was adopted on June 16, 2024.</p>
Parents	<p>Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (Aug 2, 2023, Sept 20, 2023, Oct 18, 2023, Nov 25, 2023, Jan 17, 2024, March 20, 2024, April 21, 2024, May 2, 2024, and May 15, 2024), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 4-27).</p>
Teachers, School Staff, Administrators	<p>Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings (8/30/23, 9/15/23) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.</p>
Students	<p>Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (March 4-8).</p>

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goal 1:

In our Services to Support Multilingual Learners (Action 1.4), we received feedback from our multilingual families on the need to increase program awareness for families, beginning with what is the process for identifying multilingual families and then what supports are in place and available for multilingual students, and actions that families can take at home to support their student. As a result of this feedback, we added ELAC ambassadors--a parent representative in the SSC for multilingual families (see Action 5.2 Family Advocacy and Leadership). In 1.4 Services to Support Emerging Bilingual Students, our Multilingual Learner leads, school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the Designated English Language Development programs on their campuses, supporting the effectiveness of this action.

Goal 2:

In High Quality Research Based Curriculum (Action 2.1), we received positive feedback from teachers regarding the extensive resources that come with the new ELA and Math curriculum. Similarly, families appreciate the robust family resources, including communications and videos. Students have shared that they like the use of manipulatives in math learning, and they appreciate the additional time in small group instruction they receive under the new curriculum. Based in part on this feedback, we will be continuing to utilize the new curriculum and look forward to year two of implementation, and we plan to pilot a Tier 1 curriculum for grades 3-5 in hopes that it will have similarly positive results. We received teacher feedback pointing to the need to change our teacher preparation program partner (Action 2.5 Teacher Credentialing). We received input from our school leaders, teachers, and staff on the effectiveness of our assessments (2.3 Data Driven Instructional Practices). They are very happy with the high retention of assessment proctors, leading to increased familiarity and stronger skills and knowledge base. We heard similar input from our Multilingual Learner leads. We also got feedback from ETS and our state success agent that we have improved in our implementation. We attribute this success to having in-person training and practice on the technical aspects of the administration. Teachers have appreciated the shorter amount of time it takes to administer reading assessment and the increase in rigor aligned to Common Core of our math assessments.

Goal 3:

Parents and SSC members expressed concerns about traffic safety in drop off and pick up. In response, we reorganized our Operations actions to reflect a focus on safety and the systems surrounding our operations, including the continuous improvement and responsiveness to feedback. We also began working with community agencies to advocate for supports and remedies.

Goal 4:

The Care Corps team continually seeks input from families on any help needed in meeting basic needs, and family input continues to show a great need among families for services such as food, shelter, medical, and other resources. In response, we expanded our Care Corps program and integrated the Community Schools program with it so that we can support more families with wrap-around services (Care Corps Action 4.4).

Goal 5:

During the implementation of the new Math and Reading curriculum described in Goal 1, Action 1, we heard from families that although there is much they appreciate about the program, some of the content is taught in ways different than they learned it. To address this, we're having academic community meetings about the curriculum and sharing ways parents can support students at home, as part of Family Engagement (Action 5.1). In 23-24 we added a fall mini-survey in addition to our annual Spring family survey. Our intent was to get feedback after the first 30 days of the school year and be able to make timely adjustments before surveying again in Spring. The valuable feedback received led to several plan improvements. First, we plan to continue the fall mini-survey as part of our family engagement. Additionally, we learned that orientation was a meaningful experience for our families, so we plan to continue this event. Next, in asking what additional family

engagement events they would like to have, we learned that families would like to have cultural celebrations. We implemented many cultural celebrations throughout the year and plan to continue these in the coming year, based on positive family feedback (Action 5.1 Family Engagement).

Goals and Actions

Goal

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

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

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. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	<p>CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: Data Quest</p>	<p>2022-23</p> <p>All Students: 35.0%</p> <p>English Learners: 20.0%</p> <p>Low Income: 33.2%</p> <p>Students with Disabilities: 5.0%</p> <p>Black or African American: 29.3%</p> <p>Hispanic/Latinx: 33.6%</p>	[Insert outcome here]	[Insert outcome here]	<p>40%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]
1.2	<p>CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: Data Quest</p>	<p>2022-23</p> <p>All Students: 24.1%</p> <p>English Learners: 22.7%</p> <p>Low Income: 24.2%</p> <p>Students with Disabilities: 15.0%</p> <p>Black or African American: 20.0 %</p> <p>Hispanic/Latinx: 23.1%</p>	[Insert outcome here]	[Insert outcome here]	<p>29%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]

1.3	<p>CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: Data Quest</p>	<p>2022-23 All Students: 14.5% English Learners: 13.0% Low Income: 12.5% Black or African American: 12.5 % Hispanic/Latinx: 14.6%</p>	[Insert outcome here]	[Insert outcome here]	20% Data Year: 2025-26	[Insert current difference from baseline here]
1.4	<p>Avg Growth Years for Reading on NWEA (K-2)</p> <p>Data Source: NWEA MAP</p>	<p>.70 Years Data Year: 2023-24</p>			1.2 Years Data Year: 2026-27	
1.5	<p>Avg Growth Years for Math on NWEA (K-2)</p> <p>Data Source: NWEA MAP</p>	<p>.83 Years Data Year: 2023-24</p>			1.2 Years Data Year: 2026-27	

1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	2022-23: 36% Data Source: CA Dashboard			55% Data Year: 2025-26	
1.7	EL Reclassification Rate Data Source SIS Demographics Data	1.9% Data Year 2023-24 (as of 3/29/24)			15% Data Year: 2026-27	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Personalized Learning	<p>RDL's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Title I funds are used for tutors and teacher assistants who provide small group instruction during the school day in order to fill learning gaps and accelerate learning. 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 Intervention 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 classroom 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 students in Special Education.</p> <p>We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 24-25, we will be in year two of implementing a new Humanities/ELA intervention curriculum. Participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-4 students. This action will support ELA growth and achievement of our African American student subgroup by providing personalized instruction based on data.</p> <p>Title I Evidence-Based Strategies</p>	<p>\$ 914,434 (\$ 169,758 Title I)</p>	Yes
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		The Personalized Learning action, as described above, combines adaptive intervention curriculum for learning acceleration with high quality tutoring in a small group setting. These evidence-based educational strategies are designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards. During learning lab time, all students utilize adaptive online learning platforms to fill gaps and accelerate learning. Title I-funded tutors pull small groups of students for tutoring based on assessment data, targeting students most in need of academic support, including low income students, English learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.		
1.2	Special Education Supports	Although RDL runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. 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.	\$ 592,740	No

1.3	Services to Support Multilingual Students	<p>Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to grade 5. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year.</p> <p>Last year 23-24, we built on EL Roadmap Principle 1 and focused on EL Roadmap Principle 2 by investing in intellectual quality of instruction and meaningful access, which included embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helped us identify opportunities to elevate our practices and innovate in services of educational equity.</p> <p>To amplify the implementation of Integrated ELD, we used "Universal Strategies" to provide access to content. Designated ELD focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons were differentiated for newcomers. Teachers also increased their knowledge on newcomers strategies through campus held professional development and modules.</p> <p>We invested in formative assessment to monitor progress towards both of our program goals, making progress towards English proficiency and mastery of grade level standards. We measured student progress in Lexia English (units and levels) to ensure that students stay on track to achieve their ELPAC growth goals. In addition to Lexia English, we used formative assessments aligned to the ELD standards such as piloting the ELPAC Interim Assessments (Writing Domain only in non standardized testing) to measure movement along the language proficiency continuum.</p>	\$ 39,453	No
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		<p>In 24.25 we will continue to build on EL Roadmap Principle 2 by continuing to explicitly teach ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We will revamp our rollout plan for Universal Strategies to strategically respond to the needs of all campuses and provide resources and support for its integration in all learning spaces, and/or elevate teacher practice on GLAD strategies through professional development and coaching support. We will continue to invest in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice.</p> <p>In engaging families of multilingual learners and strengthening our schools' partnership with them, our school will continue to elect an ELAC Ambassador to represent multilingual learners in SSC and other spaces. To develop their knowledge on the multilingual learners program, ELAC Ambassadors will meet three times a year and attend walkthroughs on campus to observe instruction, including social emotional learning. During SSC/ELAC meetings, ELAC Ambassadors will lead the conversation with schools on multilingual learners support and achievement. They will have multiple opportunities to collaborate with their schools to increase at home support, and advocate for high quality instruction.</p>		
1.4	Rocketship Reads	Rocketship Rocketship Delta Prep will implement a Rocketship 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.	\$ 104,838	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	High Quality, Research-based Curriculum	<p>The RDL 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. RDL operates an inclusion model and therefore this core 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. RDL 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. For 24-25, we will continue the implementation of the math curriculum and k-2 reading begun in 23-24, and we plan to pilot a Tier 1 reading curriculum for grades 3-5.</p>	\$ 40,423	No
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2.2	Professional Development	<p>Professional Development is a critical component of the RDL program. We will continue to implement a comprehensive program of 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 will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs.</p> <p>Summer PD</p> <p>Each summer, RDL 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, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.</p> <p>Thursday PD</p> <p>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>Professional Development Fund</p> <p>RDL has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RDL 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.</p>	\$ 254,008	Yes
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2.3	Data Driven Instructional Practices	<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"> • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS 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) • Initial and summative Alternative ELPAC for English Learners with severe cognitive disabilities <p>Following administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RDL 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>	\$ 89,257	Yes
2.4	Instructional Coaching	<p>The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RDL teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. 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>	\$ 319,352	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that will provide staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 24-25 school year.	\$ 51,283	No
2.6	Culturally Responsive Pedagogy	RDL is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. 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.	\$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the "good repair" standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	77% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	64% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	85% Data Year: 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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3.1	Operations Staffing & Development	<p>Our school 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. Our BOM serves as safety lead for campus, planning and leading safety training 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.</p> <p>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.</p>	\$ 426,577	Yes
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3.2	Facilities Maintenance	<p>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>Our school 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> <p>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>	\$ 298,802	No
3.3	Safety Training	<p>We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.</p>	\$ 15,579	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their 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. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

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. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	81% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	All Students: 0.6% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	2023-24: 0% Data Year: (as of 3/29/24)			All Students: 0% Data Year: 2026-27	

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23			100% Data Year: 2025-26	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	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, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. 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.	\$ 201,431	Yes
4.2	Outdoor Education and Community Experiences	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 from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go 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.	\$ 51,920	Yes

4.3	Social Emotional Learning	<p>At Rocketship Delta Prep we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Delta Prep core values: respect, responsibility, persistence, empathy, and courage. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.</p> <p>In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.</p>	\$ 168,910	No
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		<p>Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed.</p> <p>We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling 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.</p>		
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4.4	Care Corps	<p>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 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 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. We have expanded our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We conduct health screenings for all students, including vision, hearing, and dental. We partner with an outside organization to provide families with immunizations. We have four main initiatives:</p> <p>Food Distribution: We service 800 families every month across San Jose and East Bay.</p> <p>Pop Up Closet: Free clothing families can access either at food distribution sites or on campus.</p> <p>Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example).</p> <p>Health Screenings</p> <p>The team of providers works 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 Schools program also includes a program to address chronic absenteeism.</p>	\$ 78,791	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

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. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	90.4% Data Year: 2023-24 (as of 3/29/24)	[Insert outcome here]	[Insert outcome here]	95% Data Year: 2026-27	[Insert current difference from baseline here]

5.2	<p>Chronic Absenteeism rate for all students and all significant subgroups</p> <p>Data Source: SIS Attendance Reports</p>	<p>All Students: 36.8%</p> <p>English Learners: 35.0%</p> <p>Low Income: 38.1%</p> <p>Students with Disabilities: 24.5%</p> <p>Homeless: 40.6%</p> <p>Asian: 38.5%</p> <p>Black or African American: 37.7%</p> <p>Hispanic/Latinx: 36.2%</p> <p>White: 41.2%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>All Students: 10%</p> <p>Data Year: 2026-27</p>	[Insert current difference from baseline here]
5.3	<p>% of parents are involved (% parents on track to complete participation hours)</p> <p>Data Source: Internal HelpCounter Data</p>	<p>67%</p> <p>Data Year 2023-24 (As of 5/3/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>75%</p> <p>Data Year 2026-27</p>	[Insert current difference from baseline here]

5.4	<p>% Home visits completed</p> <p>Data Source: Internal Data</p>	<p>78%</p> <p>Data Year 2023-24</p>			<p>95%</p> <p>Data Year 2026-27</p>	
5.5	<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p> <p>Data Source: Annual Parent Survey</p>	<p>53%</p> <p>Data Year 2023-24</p>			<p>80%</p> <p>Data Year 2026-27</p>	
5.6	<p>% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)</p> <p>Data Source: Annual Parent Survey</p>	<p>70%</p> <p>Data Year: 2023-24</p>			<p>90%</p> <p>Data Year 2026-27</p>	

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	97% Data Year: 2023-24			90% Data Year 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	Family Engagement	<p>We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including:</p> <p>Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year.</p> <p>Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party.</p> <p>Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders.</p> <p>Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.</p>	\$ 113,011	Yes
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	<p>Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement.</p> <p>College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.</p> <p>Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.</p>		
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5.2	Family Advocacy and Leadership	<p>In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond.</p> <p>Advocacy opportunities for all families include:</p> <p>School Site Council (SSC) and English Learner Advisory Committee (ELAC):</p> <p>SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners.</p> <p>Regional Advisory Board: 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> <p>California Leadership Organizing Committee (CLOC):</p> <p>The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.</p>	\$0	No
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5.3	School-Family Partnership	<p>Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents 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 parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums.</p> <p>Through the Care Corps program, schools 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>	\$ 48,100	No
5.4	Los Dichos	<p>Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the 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 or Vietnamese 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 Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.</p>	\$ 18,527	No

5.5	Attendance Initiatives	<p>We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I includes positive attendance incentives and daily contacts made for any absent students. Tier II supports begin once a student misses 2+ days within the week, with added outreach, action planning, and notifications provided. Tier III supports, which begin when a student is identified as chronically absent or truant, incorporate intensive supports and team-based monitoring that as needed can involve our formalized process of School Attendance Review Team (SART) potential referrals to our Regional Attendance Review Board (RARB). We work to ensure that our systems and process are followed with fidelity so that attendance barriers are addressed and families are equipped with resources to improve attendance.</p> <p>This action will support regular attendance of our English learner, Socioeconomically disadvantaged, African American and Hispanic student subgroups by providing outreach, intensive supports and team-based monitoring in support of their regular attendance.</p>	\$ 42,828	No
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Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 1,853,377	\$203,500

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.09%	0%	\$0	29.09%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.1 Personalized Learning</p> <p>1.4 Rocketship Reads</p> <p>2.1 Professional Development</p> <p>2.3 Data Driven Instructional Practices</p> <p>2.4 Instructional Coaching</p>	<p>In reviewing the 2023 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at orange level for ELA and Math (ELA EL -57.8, SED -60.5 and Math EL -69.9, SED -71.1). We had yellow level performance in 2023 on the English Learner Progress Indicator, with 35.8% of students making progress towards English language proficiency. In 2023-24, our EL Reclassification rate was 1.9% as of 3/29/24. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.</p>	<p>Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship 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 Driven Instructional Practices provide high quality assessments and 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 instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math</p>	<p>1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate</p>
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		will benefit, they are LEA-wide actions.	
3.1 Operations Staffing & Development 4.1 Enrichment 4.2 Field Trips	In 2023, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2024 survey results showed that 77% of students feel safe on campus and 81% of students feel connected to at least one staff member. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	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, and progress yet to be made. Operations Staffing & Development is an action designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--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. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	<p>Our 2024 survey and internal data showed that 53% of parents were satisfied with their school, 67% of parents were involved in their school, 78% of families received home visits. 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.</p>	<p>A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all families will benefit, they are LEA-wide actions.</p>	<p>5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>
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Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Delta Prep is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RDL does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

California Department of Education
November 2023

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,371,631	\$ 1,853,377	29.09%	0.000%	29.09%	\$ 1,940,223	0.000%	30.45%	Total:	\$ 1,940,223
								LEA-wide Total:	\$ 1,940,223
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RDL	\$ 379,830	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RDL	\$ 104,838	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RDL	\$ 254,008	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RDL	\$ 89,257	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RDL	\$ 319,352	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RDL	\$ 426,577	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RDL	\$ 201,431	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RDL	\$ 51,920	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RDL	\$ 113,011	0.000%
							\$ -	0.000%

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 6,371,631	\$ 1,853,377	29.09%	0.000%	29.088%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,385,955	\$ 857,064	\$ -	\$ 627,243	\$ 3,870,261.99	\$ 2,960,393	\$ 909,869

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Personalized Learning	[Input student group(s)]	Yes	LEA-wide	All	RDL	Ongoing	\$ 810,134	\$ 104,300	\$ 379,830	\$ -	\$ -	\$ 534,603	\$ 914,434	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RDL	Ongoing	\$ 339,552	\$ 253,188	\$ -	\$ 590,836	\$ -	\$ 1,904	\$ 592,740	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RDL	Ongoing	\$ 19,062	\$ 20,391	\$ -	\$ -	\$ -	\$ 39,453	\$ 39,453	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RDL	Ongoing	\$ 89,360	\$ 15,478	\$ 104,838	\$ -	\$ -	\$ -	\$ 104,838	0.000%
2	1	High quality, research-based curriculum	[Input student group(s)]	No	LEA-wide	[Input unduplicated student group(s)]	RDL	Ongoing	\$ -	\$ 40,423	\$ 40,423	\$ -	\$ -	\$ -	\$ 40,423	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RDL	Ongoing	\$ 237,752	\$ 16,256	\$ 254,008	\$ -	\$ -	\$ -	\$ 254,008	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RDL	Ongoing	\$ 48,770	\$ 40,487	\$ 89,257	\$ -	\$ -	\$ -	\$ 89,257	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RDL	Ongoing	\$ 319,352	\$ -	\$ 319,352	\$ -	\$ -	\$ -	\$ 319,352	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RDL	Ongoing	\$ -	\$ 51,283	\$ -	\$ -	\$ -	\$ 51,283	\$ 51,283	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RDL	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RDL	Ongoing	\$ 426,577	\$ -	\$ 426,577	\$ -	\$ -	\$ -	\$ 426,577	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RDL	Ongoing	\$ -	\$ 298,802	\$ 298,802	\$ -	\$ -	\$ -	\$ 298,802	0.000%
3	3	Safety Training	All	No	LEA-wide		RDL	Ongoing	\$ 6,238	\$ 9,341	\$ 15,579	\$ -	\$ -	\$ -	\$ 15,579	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RDL	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RDL	Ongoing	\$ 201,431	\$ -	\$ 201,431	\$ -	\$ -	\$ -	\$ 201,431	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RDL	Ongoing	\$ -	\$ 51,920	\$ 51,920	\$ -	\$ -	\$ -	\$ 51,920	0.000%
4	3	Social Emotional Learning	All	No	LEA-wide		RDL	Ongoing	\$ 168,910	\$ -	\$ -	\$ 168,910	\$ -	\$ -	\$ 168,910	0.000%
4	4	Care Corps	All	No	LEA-wide		RDL	Ongoing	\$ 78,791	\$ -	\$ -	\$ 78,791	\$ -	\$ -	\$ 78,791	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RDL	Ongoing	\$ 105,511	\$ 7,500	\$ 113,011	\$ -	\$ -	\$ -	\$ 113,011	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,344,482.67	\$ 3,869,676.43

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Standards-Aligned Instruction & Materials	No	\$ 129,900	\$ 125,966
1	2	Personalized Learning	Yes	\$ 579,479	\$ 697,253
1	3	Special Education Supports	No	\$ 227,013	\$ 545,375
1	4	Services to Support Emerging Bilingual Students	No	\$ 30,163	\$ 25,905
1	5	Reading Engagement	Yes	\$ 6,048	\$ 5,746
2	1	Professional Development	Yes	\$ 225,155	\$ 182,141
2	2	Assessments	Yes	\$ 20,041	\$ 23,559
2	3	Data Days	Yes	\$ 47,401	\$ 39,083
2	4	Coaching	Yes	\$ 312,220	\$ 207,298
2	5	Teacher Credentialing	No	\$ 51,283	\$ 29,248
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 108,863
3	2	School Maintenance	No	\$ 192,726	\$ 178,227
3	3	Custodial Service and Supplies	No	\$ 131,799	\$ 131,799
3	4	Operations Specialists	Yes	\$ 336,319	\$ 317,054
4	1	Enrichment	Yes	\$ 655,057	\$ 978,712
4	2	Field Trips	Yes	\$ 40,320	\$ 71,920
4	3	Social Emotional Learning	Yes	\$ 28,434	\$ 15,193
4	4	CareCorp	No	\$ 82,930	\$ 73,074
5	1	Family Involvement	No	\$ 9,929	\$ 9,096
5	2	Family Outreach	Yes	\$ 9,432	\$ 8,842
5	3	School Leadership Team	No	\$ 104,079	\$ 92,500
5	4	Los Dichos	No	\$ 5,000	\$ 2,823

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,614,025	\$ 1,554,940	\$ 1,620,809	\$ (65,870)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Personalized Learning	Yes	\$ 295,398	\$ 443,335.18	0.00%	0.00%
1	5	Reading Engagement	Yes	\$ 6,048	\$ 5,745.60	0.00%	0.00%
2	1	Professional Development	Yes	\$ 214,013	\$ 182,140.90	0.00%	0.00%
2	2	Assessments	Yes	\$ 20,041	\$ 23,559.30	0.00%	0.00%
2	3	Data Days	Yes	\$ 44,732	\$ 39,082.85	0.00%	0.00%
2	4	Coaching	Yes	\$ 208,147	\$ 207,298.26	0.00%	0.00%
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 108,863.11	0.00%	0.00%
3	4	Operations Specialists	Yes	\$ 336,319	\$ 317,054.31	0.00%	0.00%
4	1	Enrichment	Yes	\$ 232,300	\$ 197,774.64	0.00%	0.00%
4	2	Field Trips	Yes	\$ 40,320	\$ 71,920.00	0.00%	0.00%
4	3	Social Emotional Learning	Yes	\$ 28,434	\$ 15,193.21	0.00%	0.00%
5	2	Family Outreach	Yes	\$ 9,432	\$ 8,841.73	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,636,449	\$ 1,614,025	0.00%	28.64%	\$ 1,620,809	0.00%	28.76%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

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 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Discovery Prep

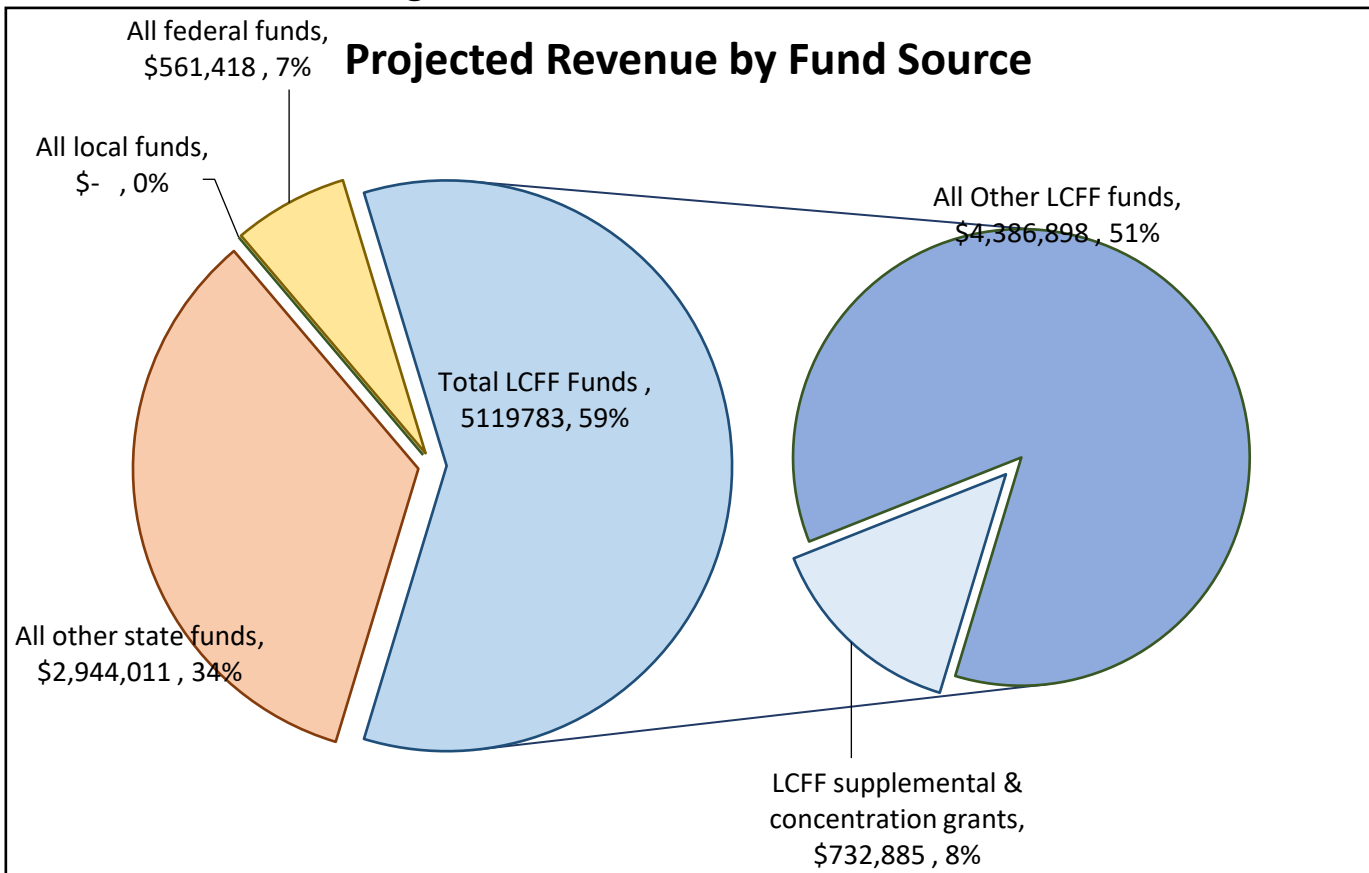
CDS Code: 43-10439-0123281

School Year: 2024-25

LEA contact information: Benjamin Carson 501-258-7831 bcarson@rsed.org

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 2024-25 School Year

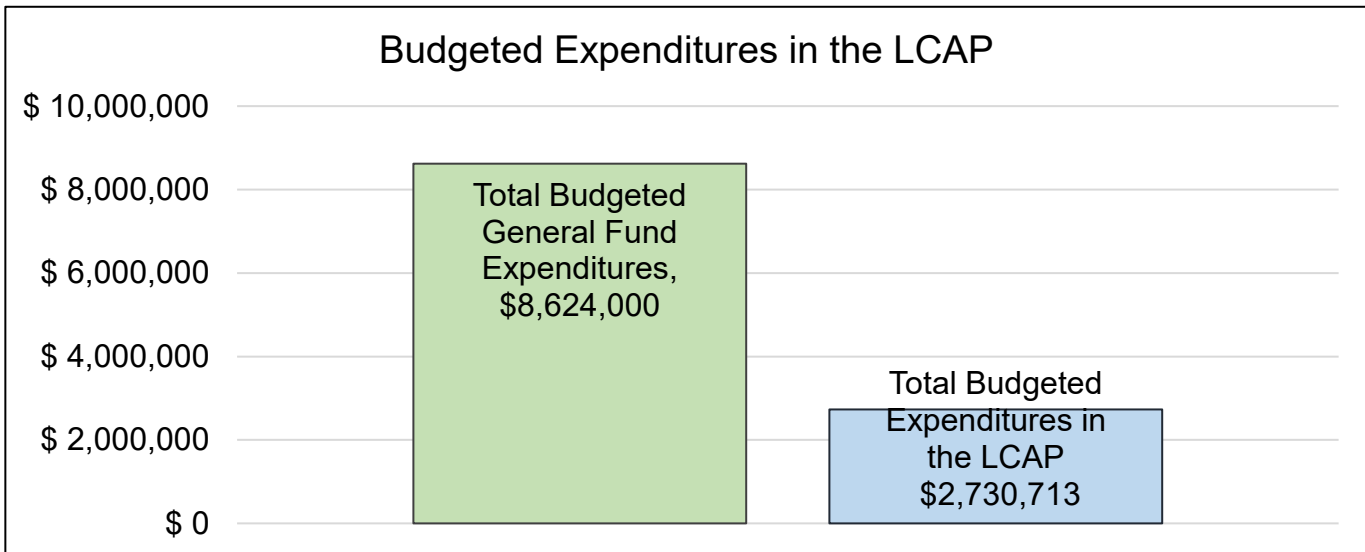


This chart shows the total general purpose revenue Rocketship Discovery Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Discovery Prep is \$8,625,212.64, of which \$5,119,783.00 is Local Control Funding Formula (LCFF), \$2,944,011.27 is other state funds, \$0.00 is local funds, and \$561,418.37 is federal funds. Of the \$5,119,783.00 in LCFF Funds, \$732,885.00 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 Discovery Prep plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Discovery Prep plans to spend \$8,624,000.00 for the 2024-25 school year. Of that amount, \$2,730,713.16 is tied to actions/services in the LCAP and \$5,893,286.84 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

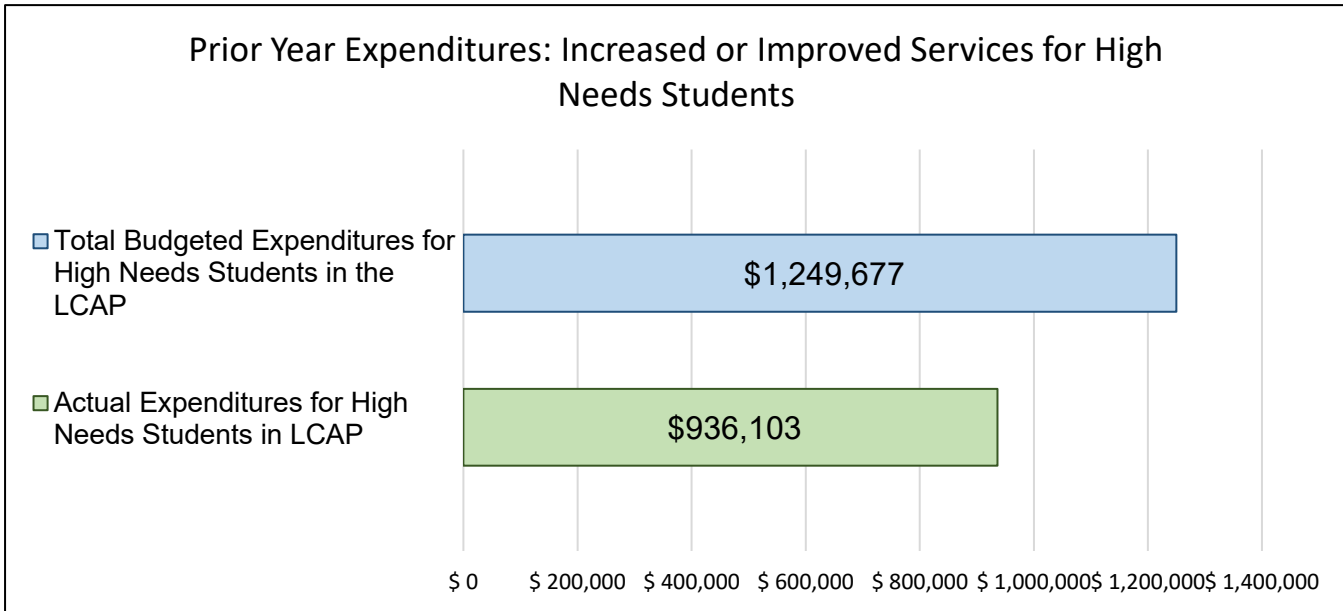
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Rocketship Discovery Prep is projecting it will receive \$732,885.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Discovery Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Discovery Prep plans to spend \$1,445,480.06 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 2023-24



This chart compares what Rocketship Discovery Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Discovery Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Rocketship Discovery Prep's LCAP budgeted \$1,249,677.42 for planned actions to increase or improve services for high needs students. Rocketship Discovery Prep actually spent \$936,102.80 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$313,574.62 had the following impact on Rocketship Discovery Prep's ability to increase or improve services for high needs students:

The estimated actual LCFF Supplemental/Concentration grants total for 23-24 was \$700,887. Estimated actual expenditures for contributing actions were \$936,103. So although we did not spend the total amount we had planned (see material differences explanations), actions and services were implemented, and we spent more than the total received for the purpose of this requirement.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Discovery Prep	Jazmin Quiroz, Principal	discoveryprep@rsed.org ; 408-217-8951

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. This broad goal addresses state priority 4-Pupil Achievement and 8-Other Pupil Outcomes.

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: 38.1% English Learners: 30.1% SED: 36.9% SWD: 0% Asian: 88.2% Hispanic/Latinx: 31.4% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All students: 29.0% English Learners: 13.7% SED: 25.2% Students with Disabilities: 0% Asian: 66.7% Hispanic/Latinx: 21.4%	2022-23 All students: 34.4% English Learners: 17.9% SED: 28.2% Students with Disabilities: 0.0% Asian: 70.4% Hispanic/Latinx: 27.3%	43% Data Year: 2022-23 Data Source: CA Dashboard

			Data Source: CA Dashboard	Data Source: CA Dashboard	
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All students: 51.5% English Learners: 44.7% SED: 49.4% SWD: 10% Asian: 88.2% Hispanic/Latinx: 46.3% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All students: 27.7% English Learners: 15.3% SED: 23.5% Students with Disabilities: 9.5% Asian: 66.7% Hispanic/Latinx: 19.5% Data Source: CA Dashboard	2022-23 All students: 30.7% English Learners: 12.4% SED: 24.7% Students with Disabilities: 11.8% Asian: 70.4% Hispanic/Latinx: 23.2% Data Source: CA Dashboard	54% Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 20% English Learners:3.5 % Low Income: 18.8% Students with Disabilities: 0.0% Hispanic/Latinx:12.5 % Data Source: Data Quest	N/A	2021-22 All students: 13.6% English Learners: 3.23% SED: 11.4% Hispanic/Latinx: 11.3% Data Source: CA Dashboard	2022-23 All students: 13.0% English Learners: 3.7% SED: 12.5% Hispanic/Latinx: 5.3% Data Source: CA Dashboard	All Students: 25% English Learners:25 % Low Income:25 % Students with Disabilities: 25% Asian: 25% Black or African American:25 % Hispanic/Latinx: 25% Data Year: 2022-23 Data Source: Data Quest
Avg Growth Years for Reading on NWEA (K-2)	2018-19 1.24	1.01 Years Data Year:	.95 Years Data Year:	1.34 Years Data Year:	1.2 Years Data Year:

	Data Source: NWEA MAP	2021-22 Data Source: NWEA MAP	2022-23 Data Source: NWEA MAP	2023-24 Data Source: NWEA MAP	2023-24 Data Source: NWEA MAP
Avg Growth Years for Math on NWEA (K-2)	2018-19 1.34 Data Source: NWEA MAP	1.27 Data Year: 2021-22 Data Source: NWEA MAP	.85 Years Data Year: 2022-23 Data Source: NWEA MAP	1.38 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 49% Data Source: CA Dashboard	45.4% Scoring Level 3 or 4 on ELPAC (2019-20 ELPAC test suspended due to COVID, no prior year score for ELPI calculations) Data Year: 2020-21 Data Source: DataQuest	2021-22: 43% Data Source: CA Dashboard	2022-23: 45% Data Source: CA Dashboard	High (Green) on current status of dashboard 55% Data Year: 2022-23 Data Source: CA Dashboard
EL Reclassification Rate	2019-20: 8.8% Data Source: CA Dashboard	2021-22: 6.4% Data Year: 2021-22 (As of 4/15/22): Data Source: SIS Demographics 2020-21: 0.0%	7% Data Year: 2022-23 (As of 3/15/23): Data Source: SIS Demographics	4.6% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Demographics	15% Data Year: 2023-24 Data Source: SIS Demographics

		(due to COVID assessment and instruction interruptions) Data Year: 2020-21 Data Source: DataQuest			
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Goal Analysis

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.

All Goal 1 actions were implemented as planned except, in 1.4 Services to Support Emerging Bilingual Students, we did not implement the support plan framework for newcomers. However, we differentiated our curriculum for newcomers, and we provided p.d. for our teachers on newcomer strategies. Successes and Challenges: In 1.1 Common Core-Aligned Instruction & Materials, we adopted a new curriculum for math and for reading. The math curriculum is conceptually based, and the reading program is based on the science of reading. The adoption has been a success. A related challenge has been, given the new curriculum, how we personalize instruction for students. We used a new reading assessment tool called DIBELS, and for personalization we had Humanities teachers conduct small group lessons with targeted instruction for each group, with students grouped based on their levels. We used mClass curriculum as the leveled lessons. We reflected mid-year on our implementation and made some adjustments to small-group instruction and student 1-to-1 coaching. In 1.2 Personalized Learning, we are in Year 1 implementation of a new district curriculum. A success was that all teachers and leaders received professional development on the new curriculum and are implementing year one. A related challenge we anticipate is the need for support beyond year one, and we are considering how to develop additional professional development for continued support of the implementation and rollout. In 1.3 Special Education Supports, we had success in gathering cross discipline/provider aligned recommendations for students to ensure all providers are working on the full picture for increased student achievements. A related challenge has been the need for cross discipline/team assessment calendars. At times it is difficult to align all providers on a date. In 1.4 Services to Support Emerging Bilingual Students, a success to celebrate is that not only is designated ELD happening with fidelity, but based on school site observation and network observation data, it is occurring with higher quality instruction than ever before, responding to our focus on Principle 2 of the EL Roadmap. In addition to observation data, our Multilingual Learner leads, the school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the programs on their campuses. In terms of challenges for 1.4, we had planned a rollout of universal strategies to support Tier One instruction. Regional observation showed it was not a strong rollout, and we can do better next year. We plan to either go back to GLAD (Guided Language Acquisition Design) strategies implementation, which is more familiar, or to increase focus on implementation roll out for universal strategies. In 1.5 Love of Reading, a success was that this year, we began having students bring books with them at the start of the day to read until the start of our daily Launch assembly. Additionally, once a week during Launch, a student would come up to share a book recommendation. A related challenge was in holding all students accountable to their reading, and having a good system to ensure students find books of interest that are also on their level.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.3 Special Education Supports, there was a material difference (\$185,556) due to increased need for special education contractors due to staffing shortages. Contractors are more expensive than hiring internal staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 1.1 Common Core-aligned instruction & materials, 1.2 Personalized Learning, 1.3 Special Education Supports, and 1.5 Love of Reading Campaign actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we exceeded our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we approached our targets.

Although we see growth, there is a bigger learning gap due to the pandemic that we will continue working to address. We began implementing new curricula for reading and math in 2023-24. In the curriculum rollout, under Action 1.1, our goal for this year was to know we are implementing with fidelity. We expect to see and evaluate the results after a full year of implementation. Our internal data points for this year are around implementation, which is positive. We are planning for further implementation support in the 24-25 school year as well.

In 1.4 Services to Support Emerging Bilingual Learners, our annual goal is for 15% of students to meet all required criteria for reclassification each year. We also strive for at least 55% of students to demonstrate progress on the English Learner Progress Indicator (ELPI). In 2023, we had 45% of students making progress in the English Learner Progress Indicator. In 2023-24, we had a reclassification rate of 4.6%. Data showing the full impact of this year’s LCAP goals and initiatives will be available in the summer. But our internal observation data on implementation of ELD shows the highest quality implementation yet. Based on this information, we believe the action toward the goal was somewhat effective. In order to accelerate progress, we plan to continue this work and to either increase the focus on universal strategies for Tier One instruction or return to GLAD strategies implementation, which is under consideration.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. In 1.1 and 1.2, we added information about the adoption and implementation of a new Tier 2 Intervention curriculum. In 1.4 we added information on our ELD implementation for 24-25 within the context of a multi-year focus on the EL Roadmap. In 1.5 we changed the title to align with current initiatives.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<p>% of students with access to their own copies of standards aligned instructional materials for use at school and at home</p>	<p>100%</p> <p>Data Year: 2019-20</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>
<p>Number/% of total and EL teachers credentialed & properly assigned</p>	<p>100%</p> <p>Data Year: 2019-20</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>
<p>% of adopted standards including ELD standards implemented</p>	<p>100%</p> <p>Data Year: 2019-20</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>

Goal Analysis

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.

All Goal 2 actions were implemented as planned except, in 2.2 Assessments, the first two bullet points did happen as planned, but we now use the term state test primer instead of interim assessments, and we used DIBELS instead of STEP and Fountas and Pinnel in order to better align to our curriculum. Successes and Challenges: In 2.1 Professional Development, a success was that our P.D. directly supported implementation of the new curriculum across all spaces. We partnered with external organizations to make this come to life. We held a mix of school-based and network regional p.d. In 2.1, a challenge was in differentiating for teachers, given we were all starting with the new curriculum (so that new vs. experienced teachers all had the same p.d.). One of the greatest successes in 2.2 Assessment was that we had highly experienced internal ELPAC proctors through strong staff retention. This was a great benefit for our students. In 2.2 Assessment, we wish we could have more internal proctors, but we do still have to use some external proctors. In 2.3 Data Days, our data analysis has led to gains in % of students on track in reading levels and to increases in end of unit module assessments as well. In 2.3 Data Days, it was challenging to adapt to some of the new reporting structures with the new curriculum, which reports would be most useful to incorporate. Our reading assessment, mCLASS, tracks across major skills, but doesn't give us specifics to the letter, so we learned we had to supplement. In 2.4 Coaching, we successfully leveraged regional cluster common planning to bring together grade levels. We also held successful leadership development clinics for site leaders to opt into. Additionally, we found success in the creation of a core block coaching look-fors playbook to guide coaching. In 2.4 Coaching, it was a challenge to adjust our intellectual prep structures to account for teachers' increased need for time to internalize new curriculum. In 2.5 Credentialing, We have seen many of our teachers pass their required tests and continue to support staff still working to meet program enrollment requirements. In terms of challenges, we have determined that National University is not the optimal partner for our Intern teachers. We will be directing new staff that require program enrollment to Reach University instead. In 2.6 Culturally Responsive Pedagogy, we saw success in holding in person Los Dichos to bring in families to read with students on a monthly basis. We also held academic community meetings to unpack the curriculum, discuss progress with families, and align on strategies to support our Rocketeers. We found success in providing windows and mirrors for Rocketeers through our classroom libraries and text selection. In 2.6 Culturally Responsive Pedagogy, a challenge was in adjusting to find high leverage places for personalization and modification for our new curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.1 Professional Development, there was a material difference (-\$25,977) because fewer staff members than budgeted resulted in slightly lower professional development expenses.

In 2.2 Assessments, there was a material difference (\$2,862) because of increased expenses due to additional substitutes for testing.

In 2.3 Data Days, there was a material difference (-\$4,866) because of lower spending than budgeted at the start of the year.

In 2.5 Teacher Credentialing there was a material difference (\$7,310) because expenses were higher than anticipated; budget was too low.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. We combined the previous Assessment and Data Days actions into 2.2 Data Driven Instructional Practices to better capture the data cycle. In 2.4 we updated the description to reflect our new partnership with Reach University and our work to strengthen our internal career pathway, also in partnership with Reach. In 2.5, we updated the description to more succinctly reflect our ongoing implementation of culturally responsive pedagogical practices.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

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 Data Year: 2019-20 Data Source: Local Indicators	Met Data Year: 2020-21 Data Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators

<p>% of students feel safe on campus (As measured by student survey)</p>	<p>No 2020-21 data due to pandemic school closure.</p>	<p>78% Data Year: 2021-22 Data Source: Internal Survey</p>	<p>74% Data Year: 2022-23 Data Source: Internal Survey</p>	<p>76% Data Year: 2023-24 Data Source: Internal Survey</p>	<p>75% Data Year: 2023-24 Data Source: Internal Survey</p>
<p>% of families feel campus is safe (As measured by family survey)</p>	<p>No 2020-21 data due to pandemic school closure.</p>	<p>91% Data Year: 2021-22 Data Source: Annual Parent Survey</p>	<p>72% Data Year: 2022-23 Data Source: Annual Parent Survey</p>	<p>93% Data Year: 2023-24 Data Source: Annual Parent Survey</p>	<p>85% Data Year: 2023-24 Data Source: Annual Parent Survey</p>

Goal Analysis

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.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Business Operations Manager, based on our internal metrics for operations systems, we improved operations significantly this year. Highlights of this success include improvements in safety, joy, and efficiency at recess. In 3.2 School Maintenance, this year we expanded our network team for facilities maintenance. Although we successfully added one staff member, we struggled to fill the third role, which impacted our ability to address all needs in the most expeditious manner possible. Our site-based operations team was consistently staffed. Also in 3.2, we successfully installed school entry id-checking systems to further strengthen safety on campus. A challenge for us is the safety and effectiveness of drop off and pick up procedures. The biggest factor is that some surrounding geographical issues are impacting pick up and drop off. We are currently housed in an area with a dead end street, and on the other side we have car repair and tire shops, which means often there are cars blocking our lane for drop off and dismissal. In frustration, some drivers may try to speed around the traffic which causes safety concerns. We have met with our councilman and are in ongoing discussion with police and the council to see if we can get a crossing guard.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.3 Custodial services and supplies, there was a material difference (\$16,658), with costs being higher than initially planned due to hiring contracted costs this year, and additional cleaning and disinfecting.

In 3.4 Operations Specialists there was a material difference (-\$49,249) because fewer Operations Specialists were hired due to challenges hiring and retaining staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The School Maintenance action was effective as evidenced by the Do facilities meet the “good repair” standard: Met.

The Business Operations Manager, Custodial Services & Supplies, and Operations Specialists actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 76% and % of families feel campus is safe: 93%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work.

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.

In 3.1 we updated the action to include the Operations Specialist role in addition to the Business Operations Manager. In 3.2 we added janitorial services to the description so the action will encompass maintenance and janitorial. In 3.3, we shifted the focus from janitorial services to safety trainings. In 3.4 we shifted the focus to describe systems of staff development and continuous improvement in operations.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 3-Parent Engagement; 5-Student Engagement; 6-School Climate; and 7-Course Access.

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 2020-21 data due to pandemic school closure	85% Data Year: 2021-22 Data Source: Internal Survey	82% Data Year: 2022-23 Data Source: Internal Survey	80% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	80% Data Year: 2020-21 Data Source: Annual Parent Survey	79% Data Year: 2021-22 Data Source: Annual Parent Survey	77% Data Year: 2022-23 Data Source: Annual Parent Survey	85% Data Year: 2023-24 Data Source: Annual Parent Survey	85% Data Year: 2023-24 Data Source: Annual Parent Survey
Portion of parents with input into decision making (Parent survey participation rate)	84% Data Year: 2020-21 Data Source: Annual Parent Survey	64% Data Year: 2021-22 Data Source: Annual Parent Survey	51% Data Year: 2022-23 Data Source: Annual Parent Survey	98% Data Year: 2023-24 Data Source: Annual Parent Survey	90% Data Year: 2023-24 Data Source: Annual Parent Survey

<p>Chronic Absenteeism rate for all students and all significant subgroups</p>	<p>2018-19 All students: 14.7% English Learners: 12.3% SED: 15.3% SWD: 16.3% Asian: 1.5% Hispanic/Latinx: 16% Data Source: CA Dashboard</p>	<p>All Students: 66.5% English Learners: 65.1% Low Income: 68.8% Students with Disabilities: 63.4% Asian: 44.7% Black or African American: 70.0% Hispanic/Latinx: 65.4% White: 60.0% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports</p>	<p>All Students: 46.2% English Learners: 45.8% Low Income: 46.0% Students with Disabilities: 32.5% Homeless: 66.7% Asian: 32.2% Hispanic/Latinx: 48.2% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Attendance Reports</p>	<p>All Students: 20.3% English Learners: 19.5% Low Income: 20.3% Students with Disabilities: 20.0% Homeless: 51.4% Asian: 13.2% Black: 41.7% Hispanic/Latinx: 20.1% White: 28.6% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Attendance Reports</p>	<p>All Students: 10% English Learners: 10% Low Income: 10% Students with Disabilities: 10% Homeless: 10% Asian: 10% Black or African American: 10% Hispanic/Latinx: 10% White: 10% Data Year: 2023-24 Data Source: SIS Attendance Reports</p>
<p>Suspension rate for all students and all significant subgroups</p>	<p>2018-19 All students: 2% English Learners: 1.8% SED: 2.1% SWD: 0% Asian: 1.5% Hispanic/Latinx: 1.8%</p>	<p>All Students: 0.0% English Learners: 0.0% Low Income: 0.0% Students with Disabilities: 0.0% Asian: 0.0% Black or African</p>	<p>All Students: 0.0% English Learners: 0.0% Low Income: 0.0% Students with Disabilities: 0.0% Asian: 0.0%</p>	<p>All Students: 0.0% English Learners: 0.0% Low Income: 0.0% Students with Disabilities: 0.0% Asian: 0.0%</p>	<p>All Students: 0.5% English Learners: 0.5% Low Income: 0.5% Students with Disabilities: 0.5% Asian: 0.5%</p>

	Data Source: CA Dashboard	American: 0.0% Hispanic/Latinx: 0.0% White: 0.0% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Discipline Reports	Hispanic/Latinx: 0.0% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Discipline Reports	Hispanic/Latinx: 0.0% Data Year: 2023-24 (as of as of 3/29/24) Data Source: SIS Discipline Reports	Black or African American: 0.5% Hispanic/Latinx: 0.5% White: 0.5% Data Year: 2023-24 Data Source: SIS Discipline Reports
Expulsion rate for all students and all significant subgroups	2018-19: 0% Data Source: CA Dashboard	0% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Discipline Reports	0% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of as of 3/29/24) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 Data Source: SIS Discipline Reports
Average Daily Attendance	2018-19: 94.7% Data Source: SIS Attendance Reports	85.3% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports	88.5% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Attendance Reports	93.3% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Attendance Reports	95% Data Year: 2023-24 Data Source: SIS Attendance Reports
% of students with access to a broad course of study,including unduplicated students and students with exceptional needs	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 4 actions were implemented as planned except, in 4.3 Social Emotional Learning, we did not add the Wellness Counselor Intern. Successes and Challenges: In 4.1 Enrichment, we had a strong teacher retention and were able to add science for 5th grade. In 4.2 Field Trips, we successfully had every single 4th and 5th grade cohort at each RPS campus attend science camp this year. We had many successes in 4.4 Care Corps. Our reach of families has grown threefold this year across the network. We have been able this year to increase our caseloads to 15 families per school, every nine weeks, serving those with the most severe needs and high chronic absenteeism. Care Corps is integrated with the attendance escalation process, in collaboration with the Regional Attendance Review Board. Across our 13 CA schools, we serve close to 585 families served per year through case management care coordination services. Staff had weekly check-ins with parents, offered community referrals to organizations to meet needs, referred as needed and paid registration to Parent Project (a series of helpful parent workshops offered through the District Attorney office). Care Corps partnered with our school leadership team to share student progress and provide feedback to leverage support of all stakeholders on campus and communicate how they can additionally support, especially when attendance was affected. One big challenge we experienced in 4.4 Care Corps is that there is a high emotional toll on our team when community partners have insufficient resources to help our students. It is very difficult, when we see that families are living in a car, in a tent, doubled, or tripled up in housing, and we are faced with the lack of housing options in the community to help them. Often this year we found that shelters had wait lists, there were no more hotel vouchers available, and hotline for referrals had a two-week waitlist. Another challenge has been helping parents to ask for resources to meet their own needs which would facilitate care coordination services for the entire family.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 Enrichment, there was a material difference (\$203,646) because after school programming expenses were higher vs. plan.
In 4.2 Field Trips, there was a material difference (\$29,670) because Science camp expenses were higher vs. what was initially planned.
In 4.3 Social Emotional Learning, there was a material difference (-\$3,773) because expenses were below plan due to changes in staffing plans, resulting in fewer expenses for the school based social emotional learning consultants and interventionists. Rocketship instead hired regional Wellness Teachers and Counselors.
In 4.4 Care Corps, there was a material difference (-\$9,856) because Care Corp compensation expenses differed from what was planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (80%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Field Trips actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by Average Daily Attendance (93.3%), by Chronic Absenteeism rate for all students and all significant subgroups (20.3% overall), and by 85% of parents who report

feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–98%).

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.

In 4.4 we updated the Care Corps description to include the initiatives begun under our Community Schools program.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priority 3-Parent Engagement.

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)	74% Data Year 2020--21 Data Source: Internal HelpCounter Data	37% Data Year 2021-22 (As of 4/22/22) Data Source: Internal HelpCounter Data	53% Data Year 2022-23 (as of 4/14/23) Data Source: Internal HelpCounter Data	89% Data Year 2023-24 (As of 5/3/24) Data Source: Internal HelpCounter Data	84% Data Year 2023--24 Data Source: Internal Help Counter Data
% Home visits completed	97% Data Year 2020-21 Data Source: Internal Data	100% Data Year 2021-22 Data Source: Internal Data	98% Data Year 2022-23 Data Source: Internal Data	97% Data Year 2023-24 Data Source: Internal Data	95% Data Year 2023-24 Data Source: Internal Data

<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>	<p>80% Data Year 2020--21 Data Source: Internal Survey Data</p>	<p>79% Data Year 2021-22 Data Source: Internal Survey Data</p>	<p>71% Data Year 2022-23 Data Source: Internal Survey Data</p>	<p>83% Data Year 2023-24 Data Source: Internal Survey Data</p>	<p>85% Data Year 2023-24 Data Source: Internal Survey Data</p>
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Goal Analysis

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.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1, we had success in surveying families during the summer and then again in Spring to find out what families would like to have in terms of family engagement events. Conducting two surveys instead of the usual one survey allowed for schools to receive feedback, implement it, and seek additional feedback. Based on this data, we implemented cultural celebrations, including celebrations of Hispanic Heritage, Lunar New Year, and Black History. For example, we had a very successful Black history living arts museum event in which students came dressed and performed as current or historical figures while students walked through as in a museum. We also held a successful math academic night where families came and observed student work. Our priority this year was engaging families through different processes and systems, and our cultural celebrations were a big part of this. We also offered a Zoom option for Cafecitos, and we held some hybrid academic family meetings, which provided additional flexibility for families. We surveyed families on whether orientation was a meaningful experience, and satisfaction was high, another success in family engagement. In 5.1, a challenge we are considering is how to make sure that all of our families are able to come to the events. We wish to engage more of the families that need the most support--for example, families of students that are truant or chronically absent, and not just the same already involved families. In 5.3, a challenge continues to be language barriers for staff members conducting home visits, which we addressed by pairing up staff members with colleagues fluent in the families' home language when needed, and finding sufficient time for home visits since we are once again doing fully in-person home visits. In 5.4 Los Dichos, we have had successful family outreach and participation across our Rocketship schools. Across all 13 schools, we've averaged about ~3 family members per classroom and this exceeds our goal of 2 family members per classroom. We had over 3,600 volunteers between September and March so far! We've improved our curriculum to ensure that all books are accessible in Spanish and Vietnamese (vs Spanish only in the past) to reflect the primary home languages spoken in our schools. A success was the inclusion of a broad range of family members in the program--grandpas, cousins, aunties, uncles. A meaningful experience for everyone, and especially for families who could engage in their primary language. In 5.5 Los Dichos, our increased family engagement has made finding space to hold trainings at our school sites sometimes challenging. We need to work with school leaders to ensure our training space is large enough to hold all family participants. Some schools have higher parent turnout than others, we want to support all schools to have consistent family readers each month.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.2 Family Outreach there was a material difference (\$1,630), and the variance is the result of higher personnel costs in family outreach versus the budget.

In 5.3 School Leadership Team, there was a material difference (-\$14,894), and the variance is the result of a difference in personnel costs versus the budget

In 5.4 Los Dichos there was a material difference (-\$3,362) because funds were budgeted in case expenses materialized. This is primarily a volunteer program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent involvement and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (89%).

Parent Outreach was effective as evidenced by % Home visits completed (97%)

School Leadership Team was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (83%).

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.

We reorganized our actions within Goal 5 to better align with the facets of our family engagement initiatives. We also added an Attendance Initiatives action to communicate the important work being done to increase or maintain high attendance and reduce chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 Discovery Prep	Ayesha Doster, Principal	discoveryprep@rsed.org ; 408-217-8951

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Rocketship Discovery Prep opened in August 2011, the fifth Rocketship campus to open in San Jose. The campus serves 437 TK-5 students. Approximately 78.3% of the students are socioeconomically disadvantaged, and 8% are homeless. Additionally, 58.8% are English learners, and 7.8% of students qualify for special education services. Approximately 81.7% of students identify as being Hispanic or Latino and 12.4% as Asian.

Rocketship Discovery Prep 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 Discovery Prep’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 Discovery Prep 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.

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At RDP this fifth core value is creative expression. The RDP community believes that teaching students creative forms of expressing themselves can have a profound impact on students’ social, emotional and academic development. As a result, the campus places emphasis on early exposure to visual art, musical foundations, and basic dance movements to help shape children’s values, perspectives, and understandings of themselves and the diversity of varied expression in the world around them.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Discovery Prep 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 be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. 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 parents, 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 Discovery Prep 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RDP has identified a success in English Learner Progress (Green, 45%). We will build on this success by implementing action 1.3 Services to Support Multilingual Students.

RDP has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable.

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.

Rocketship Discovery Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Discovery Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Discovery Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	<p>The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RDP based on the CA School Dashboard for 2023 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP input and consultation on 10/17/23, 2/12/24, and 4/8/24. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings . We conducted an RCAB meeting on 5/13/24 to gather more community partner feedback and collaboration around how Care Corps can best support attendance and reduce chronic absenteeism. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 6/4/24.</p> <p>Our board meets quarterly 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 29, 2024. The LCAP was adopted on June 16, 2024.</p>
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings (10/2/23 and 11/9/23) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (8/2/23, 8/3/23, 8/4/23, 8/8/23, 9/13/23, 10/23/23, 11/8/23, 2/7/24, 3/4/24, 3/8/24, 3/11/24, 4/10/24, 5/8/24), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 4-27).
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (March 4-8).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goal 1:

In 1.1 Personalized Learning, SSC members appreciate the tutoring for math, feeling that it encourages student participation and boosts learning. In 1.3 Special Education Supports, supporting the effectiveness of this action, our SSC noted there is clear communication for student proficiency and strong partnership. They appreciated the visibility and transparency provided in the program. In our Services to Support Multilingual Learners (Action 1.4), we received feedback from our multilingual families on the need to increase program awareness for families, beginning with what is the process for identifying multilingual families and then what supports are in place and available for multilingual students, and actions that families can take at home to support their student. As a result of this feedback, we added ELAC ambassadors--a parent representative in the SSC for multilingual families (see Action 5.2 Family Advocacy and Leadership). In 1.4 Services to Support Emerging Bilingual Students, our Multilingual Learner leads, school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the Designated English Language Development programs on their campuses, supporting the effectiveness of this action. In 1.5 Rocketship Reads, SSC members noted high appreciation for the program, including how students are provided books to read at home, and highly recommended to continue it, which we plan to do.

Goal 2:

In High Quality Research Based Curriculum (Action 2.1), we received positive feedback from teachers regarding the extensive resources that come with the new ELA and Math curriculum. Similarly, families appreciate the robust family resources, including communications and videos. Students have shared that they like the use of manipulatives in math learning, and they appreciate the additional time in small group instruction they receive under the new curriculum. Based in part on this feedback, we will be continuing to utilize the new curriculum and look forward to year two of implementation, and we plan to pilot a Tier 1 curriculum for grades 3-5 in hopes that it will have similarly positive results. SSC members noted their appreciation for the strong focus on Math, Reading, and Writing, supporting the effectiveness of this action. In 2.2 Professional Development, teachers expressed the need for additional planning time given the new curriculum. We adjusted our schedule to provide additional time, and we plan to continue this support. We received teacher feedback pointing to the need to change our teacher preparation program partner (Action 2.5 Teacher Credentialing). We received input from our school leaders, teachers, and staff on the effectiveness of our assessments (2.3 Data Driven Instructional Practices). They are very happy with the high retention of assessment proctors, leading to increased familiarity and stronger skills and knowledge base. We heard similar input from our Multilingual Learner leads. We also got feedback from ETS and our state success agent that we have improved in our implementation. We attribute this success to having in-person training and practice on the technical aspects of the administration. Teachers have appreciated the shorter amount of time it takes to administer reading assessment and the increase in rigor aligned to Common Core of our math assessments.

Goal 3:

In High Quality Research Based Curriculum (Action 2.1), we received positive feedback from teachers regarding the extensive resources that come with the new ELA and Math curriculum. Similarly, families appreciate the robust family resources, including communications and videos. Students have shared that they like the use of manipulatives in math learning, and they appreciate the additional time in small group instruction they receive under the new curriculum. Based in part on this feedback, we will be continuing to utilize the new curriculum and look forward to year two of implementation, and we plan to pilot a Tier 1 curriculum for grades 3-5 in hopes that it will have similarly positive results. SSC members noted their appreciation for the strong focus on Math, Reading, and Writing, supporting the effectiveness of this action. In 2.2 Professional Development, teachers expressed the need for additional planning time given the new curriculum. We adjusted our schedule to provide additional time, and we plan to continue this support. We received teacher feedback pointing to the need to change our teacher preparation program partner (Action 2.5 Teacher Credentialing). We received input from our school leaders, teachers, and staff on the effectiveness of our assessments (2.3 Data Driven Instructional Practices). They are very happy with the high retention of assessment proctors, leading to increased familiarity and stronger skills and knowledge base. We heard similar input from our Multilingual Learner leads. We also got feedback from ETS and our state success agent that we have improved in our implementation. We attribute this success to

having in-person training and practice on the technical aspects of the administration. Teachers have appreciated the shorter amount of time it takes to administer reading assessment and the increase in rigor aligned to Common Core of our math assessments.

Goal 4:

The Care Corps team continually seeks input from families on any help needed in meeting basic needs, and family input continues to show a great need among families for services such as food, shelter, medical, and other resources. In response, we expanded our Care Corps program and integrated the Community Schools program with it so that we can support more families with wrap-around services (Care Corps Action 4.4).

Goal 5:

During the implementation of the new Math and Reading curriculum described in Goal 1, Action 1, we heard from families that although there is much they appreciate about the program, some of the content is taught in ways different than they learned it. Our SSC also suggested having workshops to help parents help students at home. To address this, we're having academic community meetings about the curriculum and sharing ways parents can support students at home, as part of Family Engagement (Action 5.1). In 23-24 we added a fall mini-survey in addition to our annual Spring family survey. Our intent was to get feedback after the first 30 days of the school year and be able to make timely adjustments before surveying again in Spring. The valuable feedback received led to several plan improvements. First, we plan to continue the fall mini-survey as part of our family engagement. Additionally, we learned that orientation was a meaningful experience for our families, so we plan to continue this event. Next, in asking what additional family engagement events they would like to have, we learned that families would like to have cultural celebrations. We implemented many cultural celebrations throughout the year and plan to continue these in the coming year, based on positive family feedback (Action 5.1 Family Engagement). In 5.3 School-Family Partnership, families appreciate the established drop off and pick up procedures. They appreciate in general the communication from the school. Our SSC also noted strong communication from teachers to families, how they are open to feedback, and how it shows that teachers have been well coached. Families had expressed some concern for student safety during lunch and recess playtimes, and they expressed appreciation for a system put in place to communicate to parents when minor injuries occur on the playground. We also plan to welcome parent volunteers to support with additional supervision (Action 5.1).

Goals and Actions

Goal

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

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

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. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	<p>CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: Data Quest</p>	<p>All students: 34.4%</p> <p>English Learners: 17.9%</p> <p>SED: 28.2%</p> <p>Students with Disabilities: 0.0%</p> <p>Asian: 70.4%</p> <p>Hispanic/Latinx: 27.3%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>39%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]
1.2	<p>CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: Data Quest</p>	<p>All students: 30.7%</p> <p>English Learners: 12.4%</p> <p>SED: 24.7%</p> <p>Students with Disabilities: 11.8%</p> <p>Asian: 70.4%</p> <p>Hispanic/Latinx: 23.2%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>36%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All students: 13.0% English Learners: 3.7% SED: 12.5% Hispanic/Latinx: 5.3% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	18% Data Year: 2025-26	[Insert current difference from baseline here]
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	1.34 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.38 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	45% Data Year: 2022-23			55% Data Year: 2025-26	

1.7	EL Reclassification Rate Data Source: SIS Demographics	4.6% Data Year: 2023-24 (as of 3/29/24)			15% Data Year: 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Personalized Learning	<p>RDP's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Title I funds are used for tutors and teacher assistants who provide small group instruction during the school day in order to fill learning gaps and accelerate learning. 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 Intervention 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 classroom 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 students in Special Education.</p> <p>We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 24-25, we will be in year two of implementing a new Humanities/ELA intervention curriculum. Participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-4 students.</p> <p>Title I Evidence-Based Strategies</p>	<p>\$ 540,193 (\$ 170,559 Title I)</p>	Yes
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		<p>The Personalized Learning action, as described above, combines adaptive intervention curriculum for learning acceleration with high quality tutoring in a small group setting. These evidence-based educational strategies are designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards. During learning lab time, all students utilize adaptive online learning platforms to fill gaps and accelerate learning. Title I-funded tutors pull small groups of students for tutoring based on assessment data, targeting students most in need of academic support, including low income students, English learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.</p>		
1.2	Special Education Supports	<p>Although RDP runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. 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>	\$ 441,528	No

1.3	Services to Support Multilingual Students	<p>Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to grade 5. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year.</p> <p>Last year 23-24, we built on EL Roadmap Principle 1 and focused on EL Roadmap Principle 2 by investing in intellectual quality of instruction and meaningful access, which included embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helped us identify opportunities to elevate our practices and innovate in services of educational equity.</p> <p>To amplify the implementation of Integrated ELD, we used "Universal Strategies" to provide access to content. Designated ELD focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons were differentiated for newcomers. Teachers also increased their knowledge on newcomers strategies through campus held professional development and modules.</p> <p>We invested in formative assessment to monitor progress towards both of our program goals, making progress towards English proficiency and mastery of grade level standards. We measured student progress in Lexia English (units and levels) to ensure that students stay on track to achieve their ELPAC growth goals. In addition to Lexia English, we used formative assessments aligned to the ELD standards such as piloting the ELPAC Interim Assessments (Writing Domain only in non standardized testing) to measure movement along the language proficiency continuum.</p>	\$ 34,577	No
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		<p>In 24.25 we will continue to build on EL Roadmap Principle 2 by continuing to explicitly teach ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We will revamp our rollout plan for Universal Strategies to strategically respond to the needs of all campuses and provide resources and support for its integration in all learning spaces, and/or elevate teacher practice on GLAD strategies through professional development and coaching support. We will continue to invest in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice.</p> <p>In engaging families of multilingual learners and strengthening our schools' partnership with them, our school will continue to elect an ELAC Ambassador to represent multilingual learners in SSC and other spaces. To develop their knowledge on the multilingual learners program, ELAC Ambassadors will meet three times a year and attend walkthroughs on campus to observe instruction, including social emotional learning. During SSC/ELAC meetings, ELAC Ambassadors will lead the conversation with schools on multilingual learners support and achievement. They will have multiple opportunities to collaborate with their schools to increase at home support, and advocate for high quality instruction.</p>		
1.4	Rocketship Reads	Rocketship Discovery Prep will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. At school, this will include working with our humanities teachers on modeling reading as an everyday activity and celebrating students. At home, this will include daily reading of a book of interest.	\$ 77,928	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	High Quality, Research-based Curriculum	<p>The RDP 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. RDP operates an inclusion model and therefore this core 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. RDP 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. For 24-25, we will continue the implementation of the math curriculum and k-2 reading begun in 23-24, and we plan to pilot a Tier 1 reading curriculum for grades 3-5.</p>	\$ 44,574	No
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2.2	Professional Development	<p>Professional Development is a critical component of the RDP program. We will continue to implement a comprehensive program of 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 will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs.</p> <p>Summer PD</p> <p>Each summer, RDP 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, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.</p> <p>Thursday PD</p> <p>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>Professional Development Fund</p> <p>RDP has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RDP 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.</p>	\$ 187,374	Yes
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2.3	Data Driven Instructional Practices	<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"> • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS 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) • Initial and summative Alternative ELPAC for English Learners with severe cognitive disabilities <p>Following administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RDP 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>	\$ 64,910	Yes
2.4	Instructional Coaching	<p>The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RDP teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. 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>	\$ 208,884	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that will provide staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 24-25 school year.	\$ 20,094	No
2.6	Culturally Responsive Pedagogy	RDP is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. 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.	\$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the "good repair" standard iAuditor Internal Data	100% Data Year: 2022-23 Data Source:	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	76% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	93% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	85% Data Year: 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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3.1	Operations Staffing & Development	<p>Our school 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. Our BOM serves as safety lead for campus, planning and leading safety training 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.</p> <p>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.</p>	\$ 337,101	Yes
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3.2	Facilities Maintenance	<p>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>Our school 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> <p>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>	\$ 195,688	No
3.3	Safety Training	<p>We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.</p>	\$ 11,805	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their 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. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

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. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	80% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23			100% Data Year: 2025-26	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	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, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. 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.	\$ 121,968	Yes
4.2	Outdoor Education and Community Experiences	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 from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go 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.	\$ 58,090	Yes

4.3	Social Emotional Learning	<p>At Rocketship Discovery Prep we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Discovery Prep core values: respect, responsibility, persistence, empathy, and creative expression. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.</p> <p>In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.</p>	\$ 116,057	No
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		<p>Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed.</p> <p>We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling 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.</p>		
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4.4	Care Corps	<p>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 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 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. We have expanded our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We conduct health screenings for all students, including vision, hearing, and dental. We partner with an outside organization to provide families with immunizations. We have four main initiatives:</p> <p>Food Distribution: We service 800 families every month across San Jose and East Bay.</p> <p>Pop Up Closet: Free clothing families can access either at food distribution sites or on campus.</p> <p>Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example).</p> <p>Health Screenings</p> <p>The team of providers works 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 Schools program also includes a program to address chronic absenteeism.</p>	\$ 78,791	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

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. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	93.3% Data Year: 2023-24 (as of 3/29/24)	[Insert outcome here]	[Insert outcome here]	95% Data Year: 2026-27	[Insert current difference from baseline here]

5.2	<p>Chronic Absenteeism rate for all students and all significant subgroups</p> <p>Data Source: SIS Attendance Reports</p>	<p>All Students: 20.3%</p> <p>English Learners: 19.5%</p> <p>Low Income: 20.3%</p> <p>Students with Disabilities: 20.0%</p> <p>Homeless: 51.4%</p> <p>Asian: 13.2%</p> <p>Black: 41.7%</p> <p>Hispanic/Latinx: 20.1%</p> <p>White: 28.6%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>All Students: 10%</p> <p>Data Year: 2026-27</p>	[Insert current difference from baseline here]
5.3	<p>% of parents are involved (% parents on track to complete participation hours)</p> <p>Data Source: Internal HelpCounter Data</p>	<p>89%</p> <p>Data Year 2023-24 (as of 5/3/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>90%</p> <p>Data Year 2026-27</p>	[Insert current difference from baseline here]
5.4	<p>% Home visits completed</p>	<p>97%</p> <p>Data Year 2023-24</p> <p>Data Source: Internal Data</p>			<p>95%</p> <p>Data Year 2026-27</p> <p>Data Source: Internal Data</p>	

5.5	<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p> <p>Data Source: Annual Parent Survey</p>	<p>83%</p> <p>Data Year 2023-24</p>			<p>85%</p> <p>Data Year 2026-27</p>	
5.6	<p>% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)</p> <p>Data Source: Annual Parent Survey</p>	<p>85%</p> <p>Data Year: 2023-24</p>			<p>85%</p> <p>Data Year 2026-27</p>	

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	98% Data Year: 2023-24			90% Data Year 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	Family Engagement	<p>We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including:</p> <p>Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year.</p> <p>Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party.</p> <p>Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders.</p> <p>Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.</p>	\$ 83,515	Yes
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	<p>Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement.</p> <p>College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.</p> <p>Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.</p>		
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5.2	Family Advocacy and Leadership	<p>In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond.</p> <p>Advocacy opportunities for all families include:</p> <p>School Site Council (SSC) and English Learner Advisory Committee (ELAC):</p> <p>SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners.</p> <p>Regional Advisory Board: 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> <p>California Leadership Organizing Committee (CLOC):</p> <p>The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.</p>	\$0	No
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5.3	School-Family Partnership	<p>Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents 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 parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums.</p> <p>Through the Care Corps program, schools 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>	\$ 47,133	No
5.4	Los Dichos	<p>Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the 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 or Vietnamese 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 Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.</p>	\$ 18,527	No

5.5	Attendance Initiatives	<p>We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I includes positive attendance incentives and daily contacts made for any absent students. Tier II supports begin once a student misses 2+ days within the week, with added outreach, action planning, and notifications provided. Tier III supports, which begin when a student is identified as chronically absent or truant, incorporate intensive supports and team-based monitoring that as needed can involve our formalized process of School Attendance Review Team (SART) potential referrals to our Regional Attendance Review Board (RARB). We work to ensure that our systems and process are followed with fidelity so that attendance barriers are addressed and families are equipped with resources to improve attendance.</p>	\$ 41,977	No
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Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 732,885	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
16.71%	0%	\$0	16.71%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.1 Personalized Learning</p> <p>1.4 Rocketship Reads</p> <p>2.1 Professional Development</p> <p>2.3 Data Driven Instructional Practices</p> <p>2.4 Instructional Coaching</p>	<p>In reviewing the 2023 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at yellow level for ELA (EL -52.7, SED -52.4) and orange in Math (EL -52.8, SED -55). We had green level performance in 2023 on the English Learner Progress Indicator, with 45% of students making progress towards English language proficiency. In 2023-24, our EL Reclassification rate was 4.6% as of 3/29/24. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.</p>	<p>Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship 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 Driven Instructional Practices provide high quality assessments and 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 instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math</p>	<p>1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate</p>
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		will benefit, they are LEA-wide actions.	
<p>3.1 Operations Staffing & Development</p> <p>4.1 Enrichment</p> <p>4.2 Field Trips</p>	<p>In 2023, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2024 survey results showed that 76% of students feel safe on campus and 80% of students feel connected to at least one staff member. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.</p>	<p>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, and progress yet to be made. Operations Staffing & Development is an action designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--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. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.</p>	<p>3.2 % of students feel safe on campus</p> <p>4.1 % of student feel connected to at least one staff member</p> <p>4.2 Suspension Rate</p>

5.1 Family Engagement	<p>Our 2024 survey and internal data showed that 83% of parents were satisfied with their school, 89% of parents were involved in their school, 97% of families received home visits. 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.</p>	<p>A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all families will benefit, they are LEA-wide actions.</p>	<p>5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>
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Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

California Department of Education
November 2023

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 4,386,898	\$ 732,885	16.71%	0.000%	16.71%	\$ 1,445,480	0.000%	32.95%	Total:	\$ 1,445,480
								LEA-wide Total:	\$ 1,445,480
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RDP	\$ 305,710	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RDP	\$ 77,928	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RDP	\$ 187,374	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RDP	\$ 64,910	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RDP	\$ 208,884	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RDP	\$ 337,101	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RDP	\$ 121,968	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RDP	\$ 58,090	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RDP	\$ 83,515	0.000%
							\$ -	0.000%

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 4,386,898	\$ 732,885	16.71%	0.000%	16.71%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,786,656	\$ 653,266	\$ -	\$ 290,791	\$ 2,730,713.16	\$ 2,014,987	\$ 715,726

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Personalized Learning	[Input student group(s)]	Yes	LEA-wide	All	RDP	Ongoing	\$ 453,792	\$ 86,401	\$ 305,710	\$ -	\$ -	\$ 234,483	\$ 540,193	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RDP	Ongoing	\$ 226,760	\$ 214,767	\$ -	\$ 439,890	\$ -	\$ 1,637	\$ 441,528	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RDP	Ongoing	\$ 13,098	\$ 21,479	\$ -	\$ -	\$ -	\$ 34,577	\$ 34,577	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RDP	Ongoing	\$ 66,572	\$ 11,356	\$ 77,928	\$ -	\$ -	\$ -	\$ 77,928	0.000%
2	1	High quality, research-based curriculum	[Input student group(s)]	No	LEA-wide	[Input unduplicated student group(s)]	RDP	Ongoing	\$ -	\$ 44,574	\$ 44,574	\$ -	\$ -	\$ -	\$ 44,574	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RDP	Ongoing	\$ 168,638	\$ 18,736	\$ 187,374	\$ -	\$ -	\$ -	\$ 187,374	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RDP	Ongoing	\$ 34,592	\$ 30,317	\$ 64,910	\$ -	\$ -	\$ -	\$ 64,910	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RDP	Ongoing	\$ 208,884	\$ -	\$ 208,884	\$ -	\$ -	\$ -	\$ 208,884	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RDP	Ongoing	\$ -	\$ 20,094	\$ -	\$ -	\$ -	\$ 20,094	\$ 20,094	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RDP	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RDP	Ongoing	\$ 337,101	\$ -	\$ 337,101	\$ -	\$ -	\$ -	\$ 337,101	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RDP	Ongoing	\$ -	\$ 195,688	\$ 195,688	\$ -	\$ -	\$ -	\$ 195,688	0.000%
3	3	Safety Training	All	No	LEA-wide		RDP	Ongoing	\$ 5,581	\$ 6,223	\$ 11,805	\$ -	\$ -	\$ -	\$ 11,805	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RDP	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RDP	Ongoing	\$ 121,968	\$ -	\$ 121,968	\$ -	\$ -	\$ -	\$ 121,968	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RDP	Ongoing	\$ -	\$ 58,090	\$ 58,090	\$ -	\$ -	\$ -	\$ 58,090	0.000%
4	3	Social Emotional Learning	All	No	LEA-wide		RDP	Ongoing	\$ 116,057	\$ -	\$ -	\$ 116,057	\$ -	\$ -	\$ 116,057	0.000%
4	4	Care Corps	All	No	LEA-wide		RDP	Ongoing	\$ 78,791	\$ -	\$ -	\$ 78,791	\$ -	\$ -	\$ 78,791	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RDP	Ongoing	\$ 76,015	\$ 7,500	\$ 83,515	\$ -	\$ -	\$ -	\$ 83,515	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RDP	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RDP	Ongoing	\$ 47,133	\$ -	\$ 47,133	\$ -	\$ -	\$ -	\$ 47,133	0.000%
5	4	Los Dichos	All	No	LEA-wide		RDP	Ongoing	\$ 18,527	\$ -	\$ -	\$ 18,527	\$ -	\$ -	\$ 18,527	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RDP	Ongoing	\$ 41,477	\$ 500	\$ 41,977	\$ -	\$ -	\$ -	\$ 41,977	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,860,137.48	\$ 3,133,839.51

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Standards-Aligned Instruction & Materials	No	\$ 75,858	\$ 76,321
1	2	Personalized Learning	Yes	\$ 505,475	\$ 474,056
1	3	Special Education Supports	No	\$ 219,521	\$ 405,077
1	4	Services to Support Emerging Bilingual Students	No	\$ 35,417	\$ 32,375
1	5	Reading Engagement	Yes	\$ 4,263	\$ 4,050
2	1	Professional Development	Yes	\$ 176,337	\$ 150,360
2	2	Assessments	Yes	\$ 14,821	\$ 17,683
2	3	Data Days	Yes	\$ 37,988	\$ 33,122
2	4	Coaching	Yes	\$ 312,220	\$ 295,628
2	5	Teacher Credentialing	No	\$ 20,094	\$ 27,404
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 112,625
3	2	School Maintenance	No	\$ 136,453	\$ 133,102
3	3	Custodial Service and Supplies	No	\$ 71,885	\$ 88,543
3	4	Operations Specialists	Yes	\$ 331,455	\$ 282,206
4	1	Enrichment	Yes	\$ 526,233	\$ 729,879
4	2	Field Trips	Yes	\$ 28,420	\$ 58,090
4	3	Social Emotional Learning	Yes	\$ 35,042	\$ 31,269
4	4	CareCorp	No	\$ 82,930	\$ 73,074
5	1	Family Involvement	No	\$ 7,459	\$ 7,091
5	2	Family Outreach	Yes	\$ 9,432	\$ 11,062

5	3	School Leadership Team	No	\$ 104,079	\$ 89,185
5	4	Los Dichos	No	\$ 5,000	\$ 1,638

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 700,887	\$ 1,249,677	\$ 936,103	\$ 313,575	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Personalized Learning	Yes	\$ 218,666	\$ 226,157.35	0.00%	0.00%
1	5	Reading Engagement	Yes	\$ 4,263	\$ 4,049.85	0.00%	0.00%
2	1	Professional Development	Yes	\$ 165,196	\$ 118,712.91	0.00%	0.00%
2	2	Assessments	Yes	\$ 14,821	\$ 17,682.70	0.00%	0.00%
2	3	Data Days	Yes	\$ 35,320	\$ 25,541.53	0.00%	0.00%
2	4	Coaching	Yes	\$ 208,147	\$ -	0.00%	0.00%
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 112,625.00	0.00%	0.00%
3	4	Operations Specialists	Yes	\$ 236,390	\$ 282,206.28	0.00%	0.00%
4	1	Enrichment	Yes	\$ 174,225	\$ 48,705.63	0.00%	0.00%
4	2	Field Trips	Yes	\$ 28,420	\$ 58,090.00	0.00%	0.00%
4	3	Social Emotional Learning	Yes	\$ 35,042	\$ 31,269.11	0.00%	0.00%
5	2	Family Outreach	Yes	\$ 9,432	\$ 11,062.46	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,037,833	\$ 700,887	0.00%	17.36%	\$ 936,103	0.00%	23.18%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

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 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Fuerza Community Prep

CDS Code: 43-10439-0131110

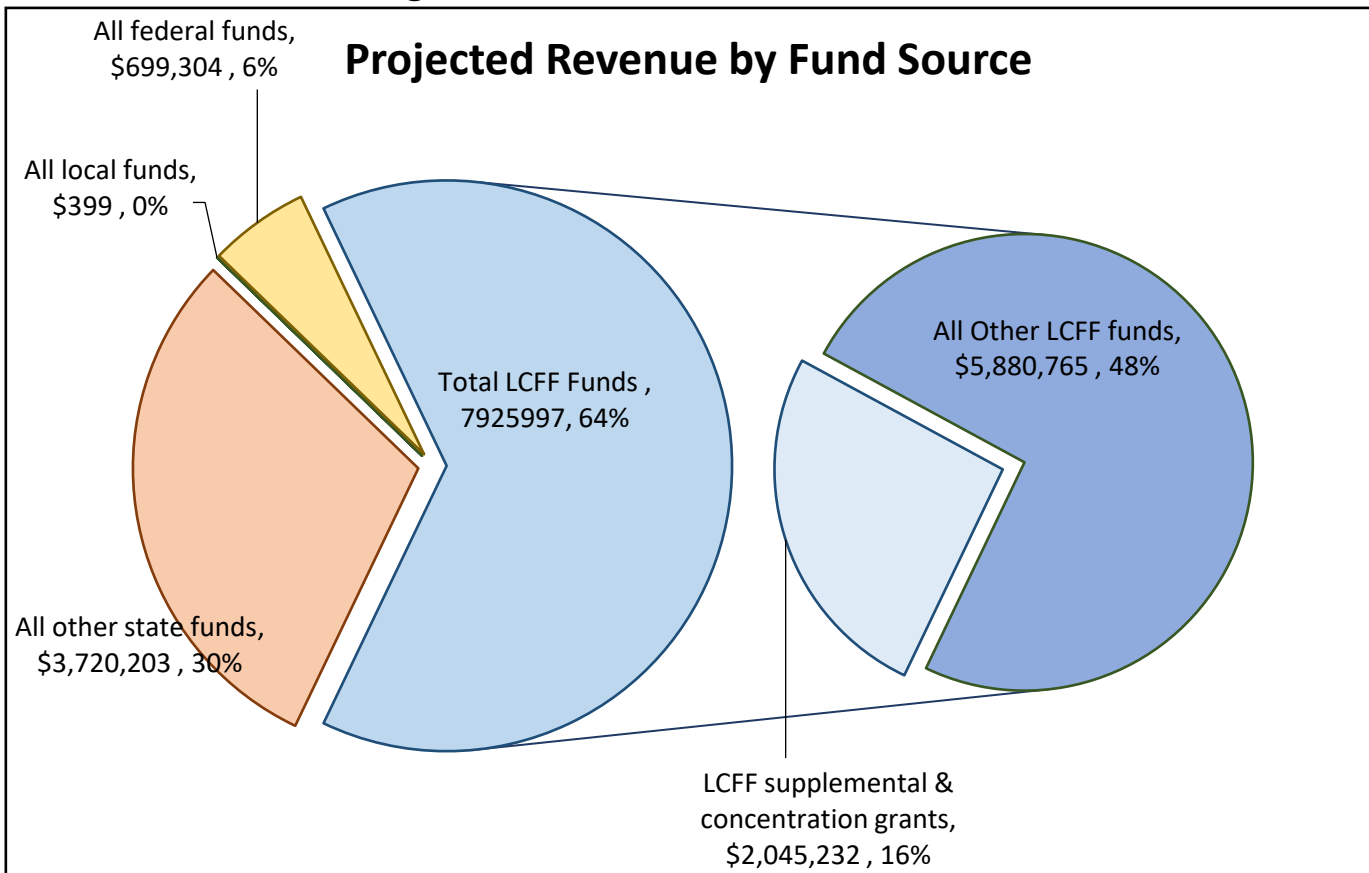
School Year: 2024-25

LEA contact information: Benjamin Carson 501-258-7831 bcarson@rsed.org

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 2024-25 School Year

Projected Revenue by Fund Source

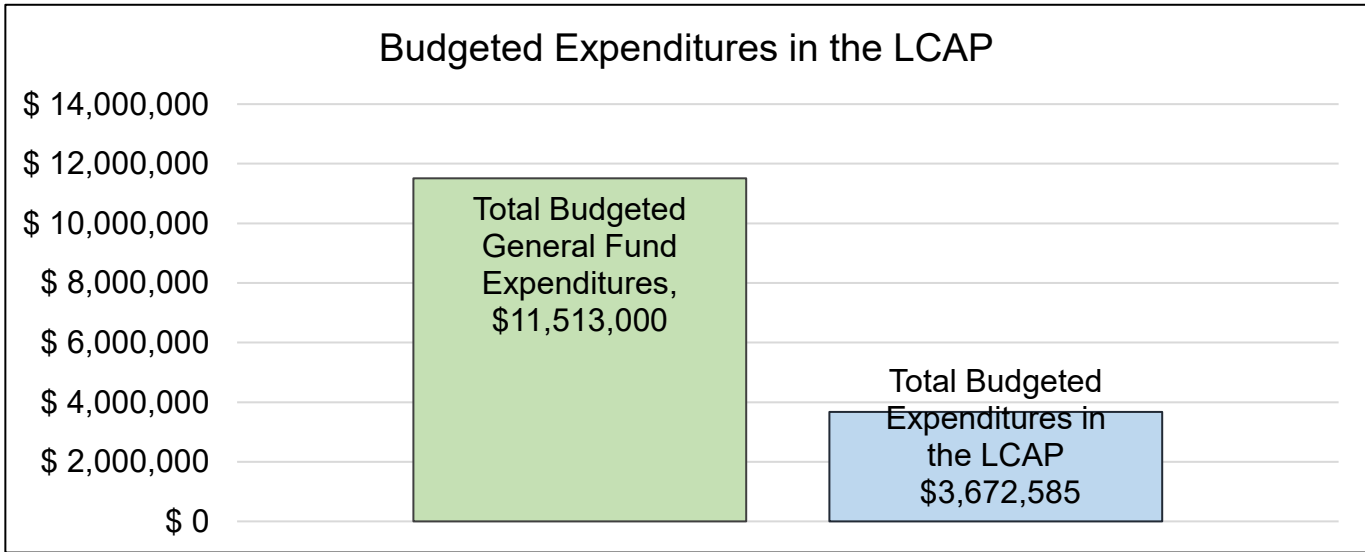


This chart shows the total general purpose revenue Rocketship Fuerza Community Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Fuerza Community Prep is \$12,345,903.17, of which \$7,925,997.00 is Local Control Funding Formula (LCFF), \$3,720,202.54 is other state funds, \$399.40 is local funds, and \$699,304.24 is federal funds. Of the \$7,925,997.00 in LCFF Funds, \$2,045,232.00 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 Fuerza Community Prep plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Fuerza Community Prep plans to spend \$11,513,000.00 for the 2024-25 school year. Of that amount, \$3,672,584.92 is tied to actions/services in the LCAP and \$7,840,415.08 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

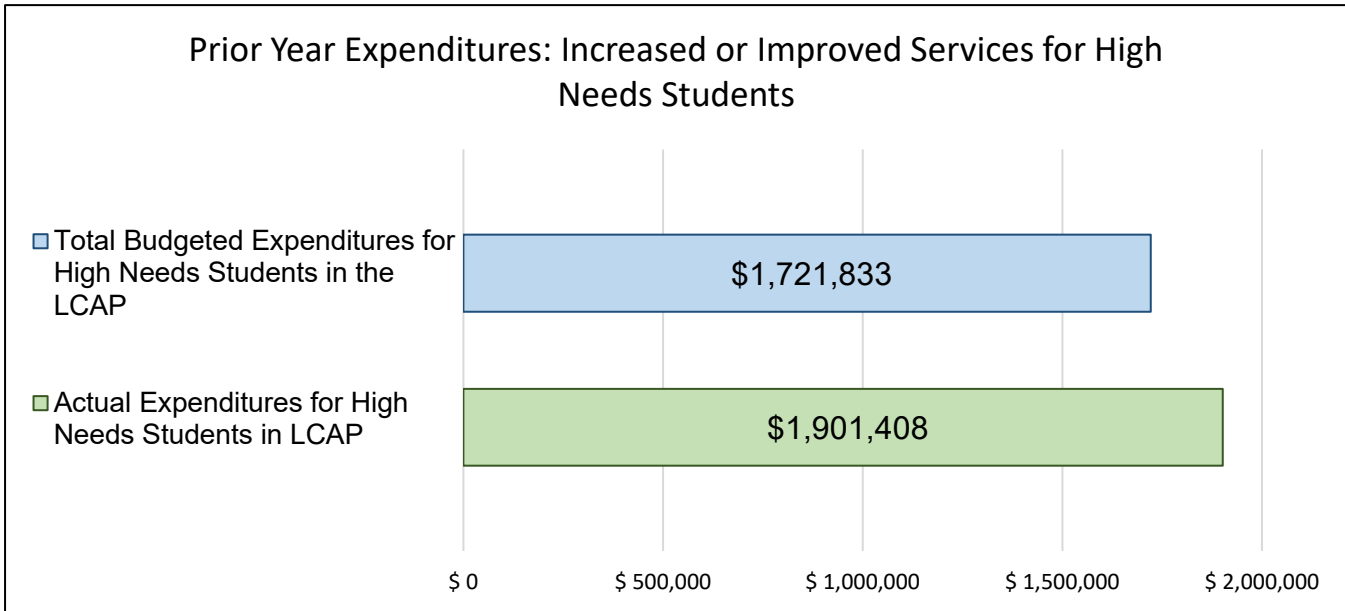
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Rocketship Fuerza Community Prep is projecting it will receive \$2,045,232.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Fuerza Community Prep must describe how it intends to increase or improve services for high needs students in the LCAP.

Rocketship Fuerza Community Prep plans to spend \$2,081,785.92 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 2023-24



This chart compares what Rocketship Fuerza Community Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Fuerza Community Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Rocketship Fuerza Community Prep's LCAP budgeted \$1,721,833.23 for planned actions to increase or improve services for high needs students. Rocketship Fuerza Community Prep actually spent \$1,901,407.56 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Fuerza Community Prep	Riley St. Marie, Principal	fuerza@rsed.org; 408-708-5744

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. This broad goal addresses state priority 4-Pupil Achievement and 8-Other Pupil Outcomes.

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: 54% English Learners: 32.2% SED: 50.8% SWD: 07.1% Asian: 73.7% Hispanic/Latinx: 50.3% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All students: 37.8% English Learners: 20.7% SED:33.0% Students with Disabilities: 3.9% Asian: 74.3% Hispanic/Latinx: 30.0% Data Source: CA Dashboard	2022-23 All students: 38.7% English Learners: 20.7% SED: 34.8% Students with Disabilities: 0.0 % Asian:81.6 % Hispanic/Latinx: 29.9% Data Source: CA Dashboard	59% Data Year: 2022-23 Data Source: CA Dashboard

<p>CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups</p>	<p>2018-19 All students: 59.5% English Learners: 34.2% SED: 55.8% SWD: 7.1% Asian: 68.4% Hispanic/Latinx: 56.5% Data Source: CA Dashboard</p>	<p>CAASPP was not administered in Spring 2021. See local assessment metric below.</p>	<p>2021-22 All students: 30.7% English Learners: 14.0% SED: 27.8% Students with Disabilities: 7.4% Asian: 65.7% Hispanic/Latinx: 21.8% Data Source: CA Dashboard</p>	<p>2022-23 All students: 31.6% English Learners: 11.3% SED:27.0 % Students with Disabilities: 0.0% Asian: 76.3% Hispanic/Latinx: 21.2% Data Source: CA Dashboard</p>	<p>63% Data Year: 2022-23 Data Source: CA Dashboard</p>
<p>CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups</p>	<p>2018-19 All Students: 31.8% English Learners:5.3 % Low Income: 30.6% Hispanic/Latinx:38.2 % Data Source: Data Quest</p>	<p>N/A</p>	<p>2021-22 All students: 9.52% English Learners: 0.0% SED: 5.4% Hispanic/Latinx:7.9 % Data Source: CA Dashboard</p>	<p>2022-23 All students: 23.1% English Learners: 9.7% SED: 20.5% Hispanic/Latinx:14.0 % Data Source: CA Dashboard</p>	<p>All Students: 36.8% English Learners:36.8 % Low Income: 36.8% Students with Disabilities:36.8 % Asian:36.8 % Black or African American:36.8 % Hispanic/Latinx:36.8 % Data Year: 2022-23 Data Source: Data Quest</p>
<p>Avg Growth Years for Reading on NWEA (K-2)</p>	<p>2018-19 1.25 Data Source:</p>	<p>1.21 Years Data Year:</p>	<p>1.02 Years Data Year:</p>	<p>.94 Years Data Year:</p>	<p>1.2 Years Data Year:</p>

	NWEA MAP	2021-22 Data Source: NWEA MAP	2022-23 Data Source: NWEA MAP	2023-24 Data Source: NWEA MAP	2023-24 Data Source: NWEA MAP
Avg Growth Years for Math on NWEA (K-2)	2018-19 1.36 Data Source: NWEA MAP	1.18 Years Data Year: 2021-22 Data Source: NWEA MAP	.97 Years Data Year: 2022-23 Data Source: NWEA MAP	1.06 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 44% Data Source: CA Dashboard	57.4% Scoring Level 3 or 4 on ELPAC (2019-20 ELPAC test suspended due to COVID, no prior year score for ELPI calculations) Data Year: 2020-21 Data Source: DataQuest	2021-22: 41% Data Source: CA Dashboard	2022-23: 28% Data Source: CA Dashboard	High (Green) on current status of dashboard 55% Data Year: 2022-23 Data Source: CA Dashboard
EL Reclassification Rate	2019-20: 5.7% Data Source: CA Dashboard	10.4% Data Year 2021-22 (as of 4/15/22) Data Source: SIS Demographics 0% Data Year: 2020-21 (due to COVID assessment and	6% Data Year 2022-23 (as of 3/15/23) Data Source: SIS Demographics	2.7% Data Year 2023-24 (as of 3/29/24) Data Source: SIS Demographics	15% Data Year: 2023-24 Data Source: SIS Demographics

		instruction interruptions) Data Source: Data Quest			
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Goal Analysis

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.

All Goal 1 actions were implemented as planned except, in 1.4 Services to Support Emerging Bilingual Students, we did not implement the support plan framework for newcomers. However, we differentiated our curriculum for newcomers, and we provided p.d. for our teachers on newcomer strategies. Successes and Challenges: In 1.1 Common Core-Aligned Instruction & Materials, we adopted a new curriculum for math and for reading. The math curriculum is conceptually based, and the reading program is based on the science of reading. The adoption has been a success. A related challenge has been, given the new curriculum, how we personalize instruction for students. We reflected mid-year on our implementation and made some adjustments to small-group instruction and student 1-to-1 coaching. In 1.1, we successfully managed to personalize instruction in conjunction with our new external curriculum. We have been making sure that we don't waste any minute by using warm ups that are focused on student holdbacks, even if that is not the day's lesson focus. We removed some components of lessons where it might not be the highest leverage use of student time, based on their data. In 1.2 Personalized Learning, we are in Year 1 implementation of a new district curriculum. A success was that all teachers and leaders received professional development on the new curriculum and are implementing year one. A related challenge we anticipate is the need for support beyond year one, and we are considering how to develop additional professional development for continued support of the implementation and rollout. In 1.3 Special Education Supports, we had success in gathering cross discipline/provider aligned recommendations for students to ensure all providers are working on the full picture for increased student achievements. A related challenge has been the need for cross discipline/team assessment calendars. At times it is difficult to align all providers on a date. In 1.4 Services to Support Emerging Bilingual Students, a success to celebrate is that not only is designated ELD happening with fidelity, but based on school site observation and network observation data, it is occurring with higher quality instruction than ever before, responding to our focus on Principle 2 of the EL Roadmap. In addition to observation data, our Multilingual Learner leads, the school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the programs on their campuses. In terms of challenges for 1.4, we had planned a rollout of universal strategies to support Tier One instruction. Regional observation showed it was not a strong rollout, and we can do better next year. We plan to either go back to GLAD (Guided Language Acquisition Design) strategies implementation, which is more familiar, or to increase focus on implementation roll out for universal strategies. We implemented a Reading Rocks curriculum, where students have a bookmark so that, when caught reading, they receive a star on the book mark. Frequent reading builds up to incentives, including choices from our book vending machine. We implemented a Drop Everything and Read (DEAR) program every Thursday, and every student takes a book home (on level) every week. The biggest challenge in 1.5 this year has been making sure students and teachers know the book levels.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.1, Common-Core aligned instruction and materials, there was a material difference (-\$36,903) because core curriculum expenses were lower than planned. In 1.3 Special Education Supports, there was a material difference (\$168,418) due to increased need for special education contractors due to staffing shortages. Contractors are more expensive than hiring internal staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 1.1 Common Core-aligned instruction & materials, 1.2 Personalized Learning, 1.3 Special Education Supports, and 1.5 Love of Reading Campaign actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we see growth but not yet approaching our targets. Although we see growth, there remains a learning gap due to the pandemic that we will continue working to address. We began implementing new curricula for reading and math in 2023-24. In the curriculum rollout, under Action 1.1, our goal for this year was to know we are implementing with fidelity. We expect to see and evaluate the results after a full year of implementation. Our internal data points for this year are around implementation, which is positive. We are doing a lot of small group instruction to make sure student holdbacks are addressed there. We are doing much more data analysis to make sure teachers know what needs to be addressed. We are planning for further implementation support in the 24-25 school year as well.

In 1.4 Services to Support Emerging Bilingual Learners, our annual goal is for 15% of students to meet all required criteria for reclassification each year. We also strive for at least 55% of students to demonstrate progress on the English Learner Progress Indicator (ELPI). In 2023, we had 28% of students making progress in the English Learner Progress Indicator. In 2023-24, we had a reclassification rate of 2.7%. Data showing the full impact of this year’s LCAP goals and initiatives will be available in the summer. But our internal observation data on 23-24 implementation of ELD shows the highest quality implementation yet. Based on this information, we believe the action toward the goal was somewhat effective. In order to accelerate progress, we plan to continue this work and to either increase the focus on universal strategies for Tier One instruction or return to GLAD strategies implementation, which is under consideration.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. In 1.1 and 1.2, we added information about the adoption and implementation of a new Tier 2 Intervention curriculum. In 1.4 we added information on our ELD implementation for 24-25 within the context of a multi-year focus on the EL Roadmap. In 1.5 we changed the title to align with current initiatives.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

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% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
Number/% of total and EL teachers credentialed & properly assigned	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
% of adopted standards including ELD standards implemented	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 2 actions were implemented as planned except, in 2.2 Assessments, the first two bullet points did happen as planned, but we now use the term state test primer instead of interim assessments, and we used DIBELS instead of STEP and Fountas and Pinnel in order to better align to our curriculum. Successes and Challenges: In 2.1 Professional Development, a success was that our P.D. directly supported implementation of the new curriculum across all spaces. We partnered with external organizations to make this come to life. We held a mix of school-based and network regional p.d. In 2.1, a challenge was in differentiating for teachers, given we were all starting with the new curriculum (so that new vs. experienced teachers all had the same p.d.). One of the greatest successes in 2.2 Assessment was that we had highly experienced internal ELPAC proctors through strong staff retention. This was a great benefit for our students. In 2.2 Assessment, we wish we could have more internal proctors, but we do still have to use some external proctors. In 2.3 Data Days, our data analysis has led to gains in % of students on track in reading levels and to increases in end of unit module assessments as well. In 2.3 Data Days, it was challenging to adapt to some of the new reporting structures with the new curriculum, which reports would be most useful to incorporate. Our reading assessment, mCLASS, tracks across major skills, but doesn't give us specifics to the letter, so we learned we had to supplement. In 2.4 Coaching, we successfully leveraged regional cluster common planning to bring together grade levels. We also held successful leadership development clinics for site leaders to opt into. Additionally, we found success in the creation of a core block coaching look-fors playbook to guide coaching. In 2.4 Coaching, it was a challenge to adjust our intellectual prep structures to account for teachers' increased need for time to internalize new curriculum. In 2.5 Credentialing, We have seen many of our teachers pass their required tests and continue to support staff still working to meet program enrollment requirements. In terms of challenges, we have determined that National University is not the optimal partner for our Intern teachers. We will be directing new staff that require program enrollment to Reach University instead. In 2.6 Culturally Responsive Pedagogy, we saw success in holding in person Los Dichos to bring in families to read with students on a monthly basis. We also held academic community meetings to unpack the curriculum, discuss progress with families, and align on strategies to support our Rocketeers. We found success in providing windows and mirrors for Rocketeers through our classroom libraries and text selection. In 2.6 Culturally Responsive Pedagogy, a challenge was in adjusting to find high leverage places for personalization and modification for our new curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.2 Assessments, there was a material difference (-\$5,840) because fewer testing substitutes were needed vs. initial plan.

In 2.3 Data Days, there was a material difference (-\$4,791) because of lower spending than budgeted at the start of the year.

In 2.4 Coaching, there was a material difference (-\$218,126) because fewer Assistant Principals on staff vs. plan resulted in lower coaching expenses.

In 2.5 Teacher Credentialing there was a material difference (-\$22,878) because of fewer credentialing expenses due to teacher staffing shortages and lesser need vs. initial plan.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show some growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. We combined the previous Assessment and Data Days actions into 2.2 Data Driven Instructional Practices to better capture the data cycle. In 2.4 we updated the description to reflect our new partnership with Reach University and our work to strengthen our internal career pathway, also in partnership with Reach. In 2.5, we updated the description to more succinctly reflect our ongoing implementation of culturally responsive pedagogical practices.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

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 Data Year: 2019-20 Data Source: Local Indicators	Met Data Year: 2020-21 Data Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators

<p>% of students feel safe on campus (As measured by student survey)</p>	<p>No 2020-21 data due to pandemic school closure.</p>	<p>79% Data Year: 2021-22 Data Source: Internal Survey</p>	<p>83% Data Year: 2022-23 Data Source: Internal Survey</p>	<p>80% Data Year: 2023-24 Data Source: Internal Survey</p>	<p>75% Data Year: 2023-24 Data Source: Internal Survey</p>
<p>% of families feel campus is safe (As measured by family survey)</p>	<p>No 2020-21 data due to pandemic school closure.</p>	<p>97% Data Year: 2021-22 Data Source: Annual Parent Survey</p>	<p>69% Data Year: 2022-23 Data Source: Annual Parent Survey</p>	<p>90% Data Year: 2023-24 Data Source: Annual Parent Survey</p>	<p>85% Data Year: 2023-24 Data Source: Annual Parent Survey</p>

Goal Analysis

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.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Business Operations Manager, based on our internal metrics for operations systems, we improved operations significantly this year. Highlights of this success include improvements in safety, joy, and efficiency at recess. In 3.2 School Maintenance, we successfully installed controlled access systems. In 3.3 Janitorial Service and Supplies, we had a water heater leak this year that was successfully caught by our custodian very quickly, which allowed a quick response to prevent further water damage. We were able to replace the components within 24 hours. We surveyed in Fall 2023 and again in December 2023, and we saw improvement and 80%+ satisfaction in these categories. In 3.1 Business Operations Manager, we had a challenge in traffic safety, due to our campus being situated on main roads. We had to change some arrival and dismissal systems to better protect our community from reckless drivers. This has been challenging in the need to collaborate with the city. We have implemented adjustments, but the process is ongoing. We successfully petitioned the city council for assistance, and they have approved the construction of a crosswalk and median, to begin next year. In 3.2 School Maintenance, this year we expanded our network team for facilities maintenance. Although we successfully added one staff member, we struggled to fill the third role, which impacted our ability to address all needs in the most expeditious manner possible. In 3.4 Operations Specialists, some parents were not happy about our drop off and pick up process, but as we worked through it, we became quicker and more efficient.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.3 Custodial services and supplies, there was a material difference (\$42,514), with costs being higher than initially planned due to hiring contracted costs this year, and additional cleaning and disinfecting.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The School Maintenance action was effective as evidenced by the Do facilities meet the “good repair” standard: Met.

The Business Operations Manager, Custodial Services & Supplies, and Operations Specialists actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 80% and % of families feel campus is safe: 90%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work.

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.

In 3.1 we updated the action to include the Operations Specialist role in addition to the Business Operations Manager. In 3.2 we added janitorial services to the description so the action will encompass maintenance and janitorial. In 3.3, we shifted the focus from janitorial services to safety trainings. In 3.4 we shifted the focus to describe systems of staff development and continuous improvement in operations.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 3-Parent Engagement; 5-Student Engagement; 6-School Climate; and 7-Course Access.

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 2020-21 data due to pandemic school closure	86% Data Year: 2021-22 Data Source: Internal Survey	81% Data Year: 2022-23 Data Source: Internal Survey	79% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	86% Data Year: 2020-21 Data Source: Annual Parent Survey	78% Data Year: 2021-22 Data Source: Annual Parent Survey	81% Data Year: 2022-23 Data Source: Annual Parent Survey	83% Data Year: 2023-24 Data Source: Annual Parent Survey	90% Data Year: 2023-24 Data Source: Annual Parent Survey
Portion of parents with input into decision making (Parent survey participation rate)	97% Data Year: 2020-21 Data Source: Internal Survey	86% Data Year: 2021-22 Data Source: Internal Survey	74% Data Year: 2022-23 Data Source: Internal Survey	100% Data Year: 2023-24 Data Source: Internal Survey	90% Data Year: 2023-24 Data Source: Internal Survey
Chronic Absenteeism rate for all students	2018-19 All students: 8.8%	All Students: 45.8% English Learners:	All Students:30.1 % English Learners:	All Students: 21.7% English Learners:	Original Desired Outcome: 9%

and all significant subgroups	<p>English Learners: 10.4%</p> <p>SED: 9.3%</p> <p>Asian: 2.3%</p> <p>Hispanic/Latinx: 10.5%</p> <p>Data Source: CA Dashboard</p>	<p>41.4%</p> <p>Low Income: 46.3%</p> <p>Students with Disabilities: 46.5%</p> <p>Asian: 25.9%</p> <p>Hispanic/Latinx: 45.6%</p> <p>White: 61.5%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Attendance Reports</p>	<p>31.8%</p> <p>Low Income: 29.7%</p> <p>Students with Disabilities: 26.8%</p> <p>Asian: 12.5%</p> <p>Hispanic/Latinx: 33.7%</p> <p>White: 50.0%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p> <p>Data Source: SIS Attendance Reports</p>	<p>21.2%</p> <p>Low Income: 22.1%</p> <p>Students with Disabilities: 23.7%</p> <p>Homeless: 17.1%</p> <p>Asian: 10.7%</p> <p>Hispanic/Latinx: 22.7%</p> <p>White: 37.5%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Attendance Reports</p>	<p>Adjusted Desired Outcome: (adjustment made in response to Year One data)</p> <p>All Students: 10%</p> <p>English Learners: 10%</p> <p>Low Income: 10%</p> <p>Students with Disabilities: 10%</p> <p>Asian: 10%</p> <p>Black or African American: 10%</p> <p>Hispanic/Latinx: 10%</p> <p>White: 10%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Attendance Reports</p>
Suspension rate for all students and all significant subgroups	<p>2018-19</p> <p>0%</p> <p>Data Source: CA Dashboard</p>	<p>0%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0.5%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Discipline Reports</p>
Expulsion rate for all students and all significant subgroups	<p>2018-19: 0%</p> <p>Data Source: CA Dashboard</p>	<p>0%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p>	<p>0%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p>	<p>0%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p>	<p>0%</p> <p>Data Year: 2023-24</p>

		Data Source: SIS Discipline Reports	Data Source: SIS Discipline Reports	Data Source: SIS Discipline Reports	Data Source: SIS Discipline Reports
Average Daily Attendance	2018-19: 96% Data Source: SIS Attendance Reports	89.7% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports	91.8% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Attendance Reports	93.4% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Attendance Reports	95% Data Year: 2023-24 Data Source: SIS Attendance Reports
% of students with access to a broad course of study, including unduplicated students and students with exceptional needs	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 4 actions were implemented as planned except, in 4.3 Social Emotional Learning we did not add the Wellness Counselor Intern. Successes and Challenges: In 4.1 Enrichment, we were pleased to offer PE and Art, but we were not able to staff our science enrichment role. In 4.2 Field Trips, we successfully had every single 4th and 5th grade cohort at each RPS campus attend science camp this year. We had many successes in 4.4 Care Corps. Our reach of families has grown threefold this year across the network. We have been able this year to increase our caseloads to 15 families per school, every nine weeks, serving those with the most severe needs and high chronic absenteeism. Care Corps is integrated with the attendance escalation process, in collaboration with the Regional Attendance Review Board. Across our 13 CA schools, we serve close to 585 families served per year through case management care coordination services. Staff had weekly check-ins with parents, offered community referrals to organizations to meet needs, referred as needed and paid registration to Parent Project (a series of helpful parent workshops offered through the District Attorney office). Care Corps partnered with our school leadership team to share student progress and provide feedback to leverage support of all stakeholders on campus and communicate how they can additionally support, especially when attendance was affected. One big challenge we experienced in 4.4 Care Corps is that there is a high emotional toll on our team when community partners have insufficient resources to help our students. It is very difficult, when we see that families are living in a car, in a tent, doubled, or tripled up in housing, and we are faced with the lack of housing options in the community to help them. Often this year we found that shelters had wait lists, there were no more hotel vouchers available, and hotline for referrals had a two-week waitlist. Another challenge has been helping parents to ask for resources to meet their own needs which would facilitate care coordination services for the entire family.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 Enrichment, there was a material difference (\$264,417) because after school programming expenses were higher vs. plan.
In 4.2 Field Trips, there was a material difference (\$25,843) because Science camp expenses were higher vs. what was initially planned.
In 4.3 Social Emotional Learning, there was a material difference (-\$10,089) because expenses were below plan due to changes in staffing plans, resulting in fewer expenses for the school based social emotional learning consultants and interventionists. Rocketship instead hired regional Wellness Teachers and Counselors.
In 4.4 Care Corps, there was a material difference (-\$9,856) because Care Corp compensation expenses differed from what was planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (79%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Field Trips actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by Average Daily Attendance (93.4%), by Chronic Absenteeism rate for all students and all significant subgroups (21.7% overall), and by 83% of parents who report

feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%). Although the ADA is lower and Chronic absenteeism higher than in a typical pre-pandemic year, the pandemic continues to bring unprecedented challenges to attendance, and we see from our growth that the actions made a big difference in supporting attendance despite this challenge.

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.

In 4.4 we updated the Care Corps description to include the initiatives begun under our Community Schools program.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priority 3-Parent Engagement.

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)	74% Data Year 2020--21 Data Source: Internal HelpCounter Data	86% Data Year 2021-22 (As of 4/22/22) Data Source: Internal HelpCounter Data	91% Data Year 2022-23 (As of 4/14/23) Data Source: Internal HelpCounter Data	73% Data Year 2023-24 (As of 3/29/24) Data Source: Internal HelpCounter Data	84% Data Year 2023-24 Data Source: Internal HelpCounter Data
% Home visits completed	96% Data Year 2020-21	96% Data Year 2021-22	94% Data Year 2022-23	98% Data Year 2023-24	95% Data Year 2023-24

	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	83% Data Year 2020--21 Data Source: Annual Parent Survey	80% Data Year 2021-22 Data Source: Annual Parent Survey	82% Data Year 2022-23 Data Source: Annual Parent Survey	83% Data Year 2023-24 Data Source: Annual Parent Survey	88% Data Year 2023-24 Data Source: Annual Parent Survey

Goal Analysis

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.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1, we had success in surveying families during the summer and then again in Spring to find out what families would like to have in terms of family engagement events. Conducting two surveys instead of the usual one survey allowed for schools to receive feedback, implement it, and seek additional feedback. Based on this data, we implemented cultural celebrations, including celebrations of Hispanic Heritage, Lunar New Year, and Black History. Our priority this year was engaging families through different processes and systems, and our cultural celebrations were a big part of this. We also offered a Zoom option for Cafecitos, and we held some hybrid academic family meetings, which provided additional flexibility for families. We surveyed families on whether orientation was a meaningful experience, and satisfaction was high, another success in family engagement. In 5.1, a challenge we are considering is how to make sure that all of our families are able to come to the events. We wish to engage more of the families that need the most support--for example, families of students that are truant or chronically absent, and not just the same already involved families. In 5.3, a challenge continues to be finding sufficient time for home visits since we are once again doing fully in-person home visits. In 5.4 Los Dichos, we have had successful family outreach and participation across our Rocketship schools. Across all 13 schools, we've averaged about ~3 family members per classroom and this exceeds our goal of 2 family members per classroom. We had over 3,600 volunteers between September and March so far! We've improved our curriculum to ensure that all books are accessible in Spanish and Vietnamese (vs Spanish only in the past) to reflect the primary home languages spoken in our schools. A success was the inclusion of a broad range of family members in the program--grandpas, cousins, aunties, uncles. A meaningful experience for everyone, and especially for families who could engage in their primary language. In 5.5 Los Dichos, our increased family engagement has made finding space to hold trainings at our school sites sometimes challenging. We need to work with school leaders to ensure our training space is large enough to hold all family participants. Some schools have higher parent turnout than others, we want to support all schools to have consistent family readers each month.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.3 School Leadership Team, there was a material difference (-\$33,011), and the variance is the result of a difference in personnel costs versus the budget

In 5.4 Los Dichos there was a material difference (-\$2,610) because funds were budgeted in case expenses materialized. This is primarily a volunteer program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent involvement and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (98%).

Parent Outreach was effective as evidenced by % Home visits completed (98%)

School Leadership Team was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (83%).

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.

We reorganized our actions within Goal 5 to better align with the facets of our family engagement initiatives. We also added an Attendance Initiatives action to communicate the important work being done to increase or maintain high attendance and reduce chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 Fuerza Community Prep	Riley St. Marie, Principal	fuerza@rsed.org; 408-708-5744

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Rocketship Fuerza Community Prep (RFZ) opened in August 2014 as TK-4th grade campus, the ninth Rocketship campus to open in San Jose. The campus now serves approximately 560 TK-5th grade students. Approximately 78.4% of the students are socioeconomically disadvantaged, 63.8% are English learners, 78.8% are Hispanic/Latinx and 13.8% are Asian. Additionally, 6.6% of students qualify to receive special education services. The school was renewed for a five-year term during the 2018-19 school year.

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

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

pride. They will create solutions instead of making excuses and push beyond expectations of themselves and their community. This core value reminds our Rocketeers that success comes not only through hard work but also through a deep desire to reach one's goals and help others achieve theirs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Fuerza Community Prep which is the Schoolwide Program; herein referred to as the LCAP. 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 be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, 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 Fuerza Community Prep 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RFZ has identified a success in Suspension Rate Overall (Blue, 0%) and for all student groups (Blue, 0%). We will build on this success by implementing Action 4.3 Social Emotional Learning.

RFZ has identified a need in ELPI (Red, 27.7%). We will address this need by implementing Action 1.4 Services to Support Multilingual Students Required Action. We began in 23-24 to have specific P.D. for Designated ELD in the classroom. We hope to have all our teachers certified in GLAD training to ensure they know the strategies for Integrated ELD.

Other Reflections

We are proud that in 23-24 we have had consistently over 70% completion of our Multilingual Learner program, Lexia, by our Multilingual Learner students. We are also proud that we have been consistently on track with our parent partnership hours throughout the year in 2023-24.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

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.

Rocketship Fuerza Community Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Fuerza Community Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Fuerza Community Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	<p>The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RFZ based on the CA School Dashboard for 2023 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP input and consultation on 10/3/23, 12/5/23, 3/25/24. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. We conducted an RCAB meeting on 5/13/24 to gather more community partner feedback and collaboration around how Care Corps can best support attendance and reduce chronic absenteeism. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 6/4/24.</p> <p>Our board meets quarterly 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 29, 2024. The LCAP was adopted on June 16, 2024.</p>
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings (10/2/23, 11/8/23, 12/8/23, 3/7/24, 4/8/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal--Cafecitos (9/6/23, 9/8/23, 10/6/23, 11/9/23, 12/6/23, 1/17/24, 2/28/24, 3/20/24, 4/10/24, 5/1/24), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 4-27).
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (March 4-8).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goal 1:

In our Services to Support Multilingual Learners (Action 1.4), we received feedback from our multilingual families on the need to increase program awareness for families, beginning with what is the process for identifying multilingual families and then what supports are in place

and available for multilingual students, and actions that families can take at home to support their student. As a result of this feedback, we added ELAC ambassadors--a parent representative in the SSC for multilingual families (see Action 5.2 Family Advocacy and Leadership). In 1.1 Personalized Learning, parents report they feel very supported with the academic interventions for their students, supporting the effectiveness of this action. In 1.4 Services to Support Emerging Bilingual Students, our Multilingual Learner leads, school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the Designated English Language Development programs on their campuses, supporting the effectiveness of this action. In 1.5 Rocketship Reads, students report they are enjoying their Drop Everything and Read (DEAR) Time, supporting the effectiveness of this action.

Goal 2:

In High Quality Research Based Curriculum (Action 2.1), we received positive feedback from teachers regarding the extensive resources that come with the new ELA and Math curriculum. Similarly, families appreciate the robust family resources, including communications and videos. Students have shared that they like the use of manipulatives in math learning, and they appreciate the additional time in small group instruction they receive under the new curriculum. Based in part on this feedback, we will be continuing to utilize the new curriculum and look forward to year two of implementation, and we plan to pilot a Tier 1 curriculum for grades 3-5 in hopes that it will have similarly positive results. We received teacher feedback pointing to the need to change our teacher preparation program partner (Action 2.5 Teacher Credentialing). We received input from our school leaders, teachers, and staff on the effectiveness of our assessments (2.3 Data Driven Instructional Practices). They are very happy with the high retention of assessment proctors, leading to increased familiarity and stronger skills and knowledge base. We heard similar input from our Multilingual Learner leads. We also got feedback from ETS and our state success agent that we have improved in our implementation. We attribute this success to having in-person training and practice on the technical aspects of the administration. Teachers have appreciated the shorter amount of time it takes to administer reading assessment and the increase in rigor aligned to Common Core of our math assessments. In 2.1 High Quality Research Based Curriculum, parents expressed appreciation for the parent resources supporting our curriculum, supporting the effectiveness of this action. Teachers report they appreciate the coaching and feedback they receive from site leaders. They feel they are developing in their instruction, which supports the effectiveness of 2. 4 Instructional Coaching.

Goal 3:

Based on staff and family feedback, we improved significantly this year in our Operations. Highlights of this success include improvements in safety, joy, and efficiency at recess. Based on this feedback, we plan to continue implementing the actions of Goal 3. In our Fall 2023 family survey, we evaluated safety and effectiveness of our drop off and pick up procedures and our school providing a safe learning environment. We surveyed again in December, and improved and exceeded 80% satisfaction in these categories. We will continue working on the efficiency of these procedures. This input supported the effectiveness of our Goal 3 actions.

Goal 4:

The Care Corps team continually seeks input from families on any help needed in meeting basic needs, and family input continues to show a great need among families for services such as food, shelter, medical, and other resources. In response, we expanded our Care Corps program and integrated the Community Schools program with it so that we can support more families with wrap-around services (Care Corps Action 4.4).

Goal 5:

During the implementation of the new Math and Reading curriculum described in Goal 1, Action 1, we heard from families that although there is much they appreciate about the program, some of the content is taught in ways different than they learned it. To address this, we're having

academic community meetings about the curriculum and sharing ways parents can support students at home, as part of Family Engagement (Action 5.1). In 23-24 we added a fall mini-survey in addition to our annual Spring family survey. Our intent was to get feedback after the first 30 days of the school year and be able to make timely adjustments before surveying again in Spring. The valuable feedback received led to several plan improvements. First, we plan to continue the fall mini-survey as part of our family engagement. Additionally, we learned that orientation was a meaningful experience for our families, so we plan to continue this event. Next, in asking what additional family engagement events they would like to have, we learned that families would like to have cultural celebrations. We implemented many cultural celebrations throughout the year and plan to continue these in the coming year, based on positive family feedback (Action 5.1 Family Engagement).

Goals and Actions

Goal

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

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

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. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	<p>CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: CA Dashboard</p>	<p>All students: 38.7%</p> <p>English Learners: 20.7%</p> <p>SED: 34.8%</p> <p>Students with Disabilities: 0.0 %</p> <p>Asian:81.6 %</p> <p>Hispanic/Latinx: 29.9%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>44%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]
1.2	<p>CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: CA Dashboard</p>	<p>All students: 31.6%</p> <p>English Learners: 11.3%</p> <p>SED:27.0 %</p> <p>Students with Disabilities: 0.0%</p> <p>Asian: 76.3%</p> <p>Hispanic/Latinx: 21.2%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>37%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All students: 23.1% English Learners: 9.7% SED: 20.5% Hispanic/Latinx: 14. 0 % Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	28% Data Year: 2025-26	[Insert current difference from baseline here]
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	.94 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.06 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	28% Data Year: 2022-23			55% Data Year: 2025-26	

1.7	EL Reclassification Rate Data Source: SIS Demographics	2.7% Data Year 2023-24 (as of 3/29/24)			15% Data Year: 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Personalized Learning	<p>RFZ's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Title I funds are used for tutors and teacher assistants who provide small group instruction during the school day in order to fill learning gaps and accelerate learning. 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 Intervention 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 classroom 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 students in Special Education.</p> <p>We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 24-25, we will be in year two of implementing a new Humanities/ELA intervention curriculum. Participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-4 students.</p> <p>Title I Evidence-Based Strategies</p>	<p>\$ 779,243 (\$ 193,027 Title I)</p>	Yes
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		<p>The Personalized Learning action, as described above, combines adaptive intervention curriculum for learning acceleration with high quality tutoring in a small group setting. These evidence-based educational strategies are designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards. During learning lab time, all students utilize adaptive online learning platforms to fill gaps and accelerate learning. Title I-funded tutors pull small groups of students for tutoring based on assessment data, targeting students most in need of academic support, including low income students, English learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.</p>		
1.2	Special Education Supports	<p>Although RFZ runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. 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>	\$ 545,640	No

1.3	Services to Support Multilingual Students	<p>Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to grade 5. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year.</p> <p>Last year 23-24, we built on EL Roadmap Principle 1 and focused on EL Roadmap Principle 2 by investing in intellectual quality of instruction and meaningful access, which included embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helped us identify opportunities to elevate our practices and innovate in services of educational equity.</p> <p>To amplify the implementation of Integrated ELD, we used “Universal Strategies” to provide access to content. Designated ELD focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons were differentiated for newcomers. Teachers also increased their knowledge on newcomers strategies through campus held professional development and modules.</p> <p>We invested in formative assessment to monitor progress towards both of our program goals, making progress towards English proficiency and mastery of grade level standards. We measured student progress in Lexia English (units and levels) to ensure that students stay on track to achieve their ELPAC growth goals. In addition to Lexia English, we used formative assessments aligned to the ELD standards such as piloting the ELPAC Interim Assessments (Writing Domain only in non standardized testing) to measure movement along the language proficiency continuum.</p>	\$ 40,100	No
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		<p>In 24.25 we will continue to build on EL Roadmap Principle 2 by continuing to explicitly teach ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We will revamp our rollout plan for Universal Strategies to strategically respond to the needs of all campuses and provide resources and support for its integration in all learning spaces, and/or elevate teacher practice on GLAD strategies through professional development and coaching support. We will continue to invest in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice.</p> <p>In engaging families of multilingual learners and strengthening our schools' partnership with them, our school will continue to elect an ELAC Ambassador to represent multilingual learners in SSC and other spaces. To develop their knowledge on the multilingual learners program, ELAC Ambassadors will meet three times a year and attend walkthroughs on campus to observe instruction, including social emotional learning. During SSC/ELAC meetings, ELAC Ambassadors will lead the conversation with schools on multilingual learners support and achievement. They will have multiple opportunities to collaborate with their schools to increase at home support, and advocate for high quality instruction. This action has been specifically designed to support the needs of our English learners.</p>		
1.4	Rocketship Reads	Rocketship Fuerza Community Prep 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 and families on modeling reading as an everyday activity. We will continue to acknowledge and celebrate student achievement by awarding books to students through our book vending machine.	\$ 92,983	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	High Quality, Research-based Curriculum	<p>The RFZ 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. RFZ operates an inclusion model and therefore this core 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. RFZ 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. For 24-25, we will continue the implementation of the math curriculum and k-2 reading begun in 23-24, and we plan to pilot a Tier 1 reading curriculum for grades 3-5.</p>	\$ 45,635	No
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2.2	Professional Development	<p>Professional Development is a critical component of the RFZ program. We will continue to implement a comprehensive program of 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 will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs.</p> <p>Summer PD</p> <p>Each summer, RFZ 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, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.</p> <p>Thursday PD</p> <p>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>Professional Development Fund</p> <p>RFZ has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RFZ 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.</p>	\$ 228,654	Yes
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2.3	Data Driven Instructional Practices	<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"> • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS 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) • Initial and summative Alternative ELPAC for English Learners with severe cognitive disabilities <p>Following administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RFZ 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>	\$ 73,962	Yes
2.4	Instructional Coaching	<p>The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RFZ teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. 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>	\$ 206,876	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that will provide staff with an Early Completion option and a Traditional two year route to earning their Preliminary Credential. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 24-25 school year.	\$ 51,675	No
2.6	Culturally Responsive Pedagogy	RFZ is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. 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.	\$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the "good repair" standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	80% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	90% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	85% Data Year: 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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3.1	Operations Staffing & Development	<p>Our school 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. 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.</p> <p>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.</p>	\$ 589,063	Yes
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3.2	Facilities Maintenance	<p>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>Our school 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> <p>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>	\$ 258,068	No
3.3	Safety Training	<p>We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.</p>	\$ 13,765	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their 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. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

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. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	79% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23			100% Data Year: 2025-26	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	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, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. 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.	\$ 235,186	Yes
4.2	Outdoor Education and Community Experiences	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 from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go 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.	\$ 52,873	Yes

4.3	Social Emotional Learning	<p>At Rocketship Fuerza Community Prep we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Fuerza Community Prep core values: respect, responsibility, persistence, empathy, and ganas. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.</p> <p>In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.</p>	\$ 153,927	No
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		<p>Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed.</p> <p>We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling 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.</p>		
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4.4	Care Corps	<p>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 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 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. We have expanded our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We conduct health screenings for all students, including vision, hearing, and dental. We partner with an outside organization to provide families with immunizations. We have four main initiatives:</p> <p>Food Distribution: We service 800 families every month across San Jose and East Bay.</p> <p>Pop Up Closet: Free clothing families can access either at food distribution sites or on campus.</p> <p>Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example).</p> <p>Health Screenings: The team of providers works 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 Schools program also includes a program to address chronic absenteeism.</p>	\$ 78,791	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

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. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	93.4% Data Year: 2023-24 (as of 3/29/24)	[Insert outcome here]	[Insert outcome here]	95% Data Year: 2026-27	[Insert current difference from baseline here]

5.2	<p>Chronic Absenteeism rate for all students and all significant subgroups</p> <p>Data Source: SIS Attendance Reports</p>	<p>All Students: 21.7%</p> <p>English Learners: 21.2%</p> <p>Low Income: 22.1%</p> <p>Students with Disabilities: 23.7%</p> <p>Homeless: 17.1%</p> <p>Asian: 10.7%</p> <p>Hispanic/Latinx: 22.7%</p> <p>White: 37.5%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>All Students: 10%</p> <p>Data Year: 2026-27</p>	[Insert current difference from baseline here]
5.3	<p>% of parents are involved (% parents on track to complete participation hours)</p> <p>Data Source: Internal HelpCounter Data</p>	<p>98%</p> <p>Data Year 2023-24 (As of 5/3/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>90%</p> <p>Data Year 2026-27</p>	[Insert current difference from baseline here]
5.4	<p>% Home visits completed</p> <p>Data Source: Internal Data</p>	<p>98%</p> <p>Data Year 2023-24</p>			<p>95%</p> <p>Data Year 2026-27</p>	

5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) Data Source: Annual Parent Survey	83% Data Year 2023-24			88% Data Year 2026-27	
5.6	% of parents connected (As measured by parent survey question, "My Rocketship school has a strong and committed community that actively encourages family participation") Data Source: Annual Parent Survey	83% Data Year: 2023-24			85% Data Year 2026-27	
5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Internal Survey	100% Data Year: 2023-24			90% Data Year 2026-27	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	Family Engagement	<p>We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including:</p> <p>Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year.</p> <p>Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party.</p> <p>Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders.</p> <p>Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.</p>	\$ 105,654	Yes
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Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement.

College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.

Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.

5.2	Family Advocacy and Leadership	<p>In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond.</p> <p>Advocacy opportunities for all families include:</p> <p>School Site Council (SSC) and English Learner Advisory Committee (ELAC):</p> <p>SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners.</p> <p>Regional Advisory Board: 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> <p>California Leadership Organizing Committee (CLOC):</p> <p>The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.</p>	\$0	No
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5.3	School-Family Partnership	<p>Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents 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 parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums.</p> <p>Through the Care Corps program, schools 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>	\$ 53,970	No
5.4	Los Dichos	<p>Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the 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 or Vietnamese 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 Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.</p>	\$ 18,527	No

5.5	Attendance Initiatives	<p>We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I includes positive attendance incentives and daily contacts made for any absent students. Tier II supports begin once a student misses 2+ days within the week, with added outreach, action planning, and notifications provided. Tier III supports, which begin when a student is identified as chronically absent or truant, incorporate intensive supports and team-based monitoring that as needed can involve our formalized process of School Attendance Review Team (SART) potential referrals to our Regional Attendance Review Board (RARB). We work to ensure that our systems and process are followed with fidelity so that attendance barriers are addressed and families are equipped with resources to improve attendance.</p>	\$ 47,994	No
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Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 2,045,232	\$238,896

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.78%	0%	\$0	34.78%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.1 Personalized Learning</p> <p>1.4 Rocketship Reads</p> <p>2.1 Professional Development</p> <p>2.3 Data Driven Instructional Practices</p> <p>2.4 Instructional Coaching</p>	<p>In reviewing the 2023 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at orange level for ELA and Math (ELA EL -57.5, SED -54.7; Math EL -68.1, SED -66.1). We had red level performance in 2023 on the English Learner Progress Indicator, with 27.7% of students making progress towards English language proficiency. In 2023-24, our EL Reclassification rate was 2.7% as of 3/29/24. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.</p>	<p>Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship 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 Driven Instructional Practices provide high quality assessments and 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 instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math</p>	<p>1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate</p>
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		will benefit, they are LEA-wide actions.	
<p>3.1 Operations Staffing & Development 4.1 Enrichment 4.2 Field Trips</p>	<p>In 2023, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2024 survey results showed that 80% of students feel safe on campus and 79% of students feel connected to at least one staff member. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.</p>	<p>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, and progress yet to be made. Operations Staffing & Development is an action designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--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. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.</p>	<p>3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate</p>

5.1 Family Engagement	<p>Our 2024 survey and internal data showed that 83% of parents were satisfied with their school, 98% of parents were involved in their school, and 98% of families received home visits. 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.</p>	<p>A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all families will benefit, they are LEA-wide actions.</p>	<p>5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>
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Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Fuerza Community Prep is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RFZ does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

California Department of Education
November 2023

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,880,765	\$ 2,045,232	34.78%	0.000%	34.78%	\$ 2,081,786	0.000%	35.40%	Total:	\$ 2,081,786
								LEA-wide Total:	\$ 2,081,786
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RFZ	\$ 496,536	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RFZ	\$ 92,983	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RFZ	\$ 228,654	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RFZ	\$ 73,962	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RFZ	\$ 206,876	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RFZ	\$ 589,063	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RFZ	\$ 235,186	0.000%
4	2	Outdoor Education and Community Experier	Yes	LEA-wide	All	RFZ	\$ 52,873	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RFZ	\$ 105,654	0.000%
							\$ -	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,637,943.85	\$ 3,825,016.52

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Standards-Aligned Instruction & Materials	No	\$ 96,372	\$ 59,469
1	2	Personalized Learning	Yes	\$ 691,022	\$ 748,421
1	3	Special Education Supports	No	\$ 221,259	\$ 389,677
1	4	Services to Support Emerging Bilingual Students	No	\$ 41,456	\$ 39,810
1	5	Reading Engagement	Yes	\$ 5,555	\$ 5,277
2	1	Professional Development	Yes	\$ 203,795	\$ 194,443
2	2	Assessments	Yes	\$ 22,426	\$ 16,586
2	3	Data Days	Yes	\$ 45,518	\$ 40,727
2	4	Coaching	Yes	\$ 445,316	\$ 227,190
2	5	Teacher Credentialing	No	\$ 51,675	\$ 28,797
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 115,721
3	2	School Maintenance	No	\$ 179,550	\$ 167,651
3	3	Custodial Service and Supplies	No	\$ 103,075	\$ 145,589
3	4	Operations Specialists	Yes	\$ 463,933	\$ 464,856
4	1	Enrichment	Yes	\$ 649,898	\$ 914,315
4	2	Field Trips	Yes	\$ 47,030	\$ 72,873
4	3	Social Emotional Learning	Yes	\$ 40,000	\$ 29,911
4	4	CareCorp	No	\$ 82,930	\$ 73,074
5	1	Family Involvement	No	\$ 8,869	\$ 8,279
5	2	Family Outreach	Yes	\$ 9,432	\$ 8,894

5	3	School Leadership Team	No	\$ 104,079	\$ 71,068
5	4	Los Dichos	No	\$ 5,000	\$ 2,390

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,881,913	\$ 1,721,833	\$ 1,901,408	\$ (179,574)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Personalized Learning	Yes	\$ 365,581	\$ 509,196.04	0.00%	0.00%
1	5	Reading Engagement	Yes	\$ 5,555	\$ 5,276.78	0.00%	0.00%
2	1	Professional Development	Yes	\$ 192,654	\$ 194,443.21	0.00%	0.00%
2	2	Assessments	Yes	\$ 22,426	\$ 16,585.88	0.00%	0.00%
2	3	Data Days	Yes	\$ 42,850	\$ 40,726.68	0.00%	0.00%
2	4	Coaching	Yes	\$ 341,242	\$ 227,189.64	0.00%	0.00%
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 115,720.89	0.00%	0.00%
3	4	Operations Specialists	Yes	\$ 303,009	\$ 464,856.33	0.00%	0.00%
4	1	Enrichment	Yes	\$ 232,300	\$ 215,734.35	0.00%	0.00%
4	2	Field Trips	Yes	\$ 47,030	\$ 72,873.00	0.00%	0.00%
4	3	Social Emotional Learning	Yes	\$ 40,000	\$ 29,910.61	0.00%	0.00%
5	2	Family Outreach	Yes	\$ 9,432	\$ 8,894.17	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,377,431	\$ 1,881,913	0.00%	35.00%	\$ 1,901,408	0.00%	35.36%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

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 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Futuro Academy

CDS Code: 07-77024-0134072

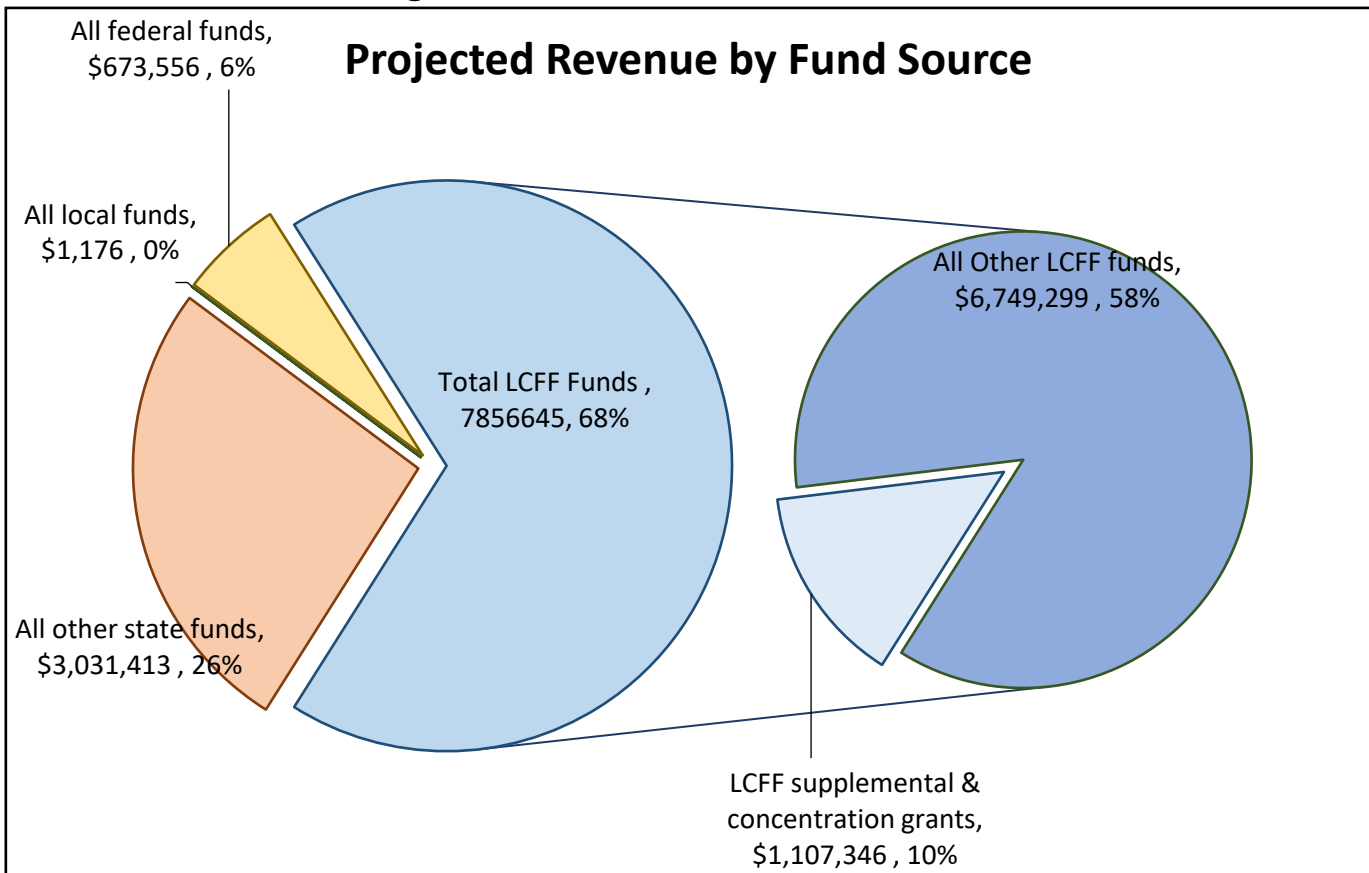
School Year: 2024-25

LEA contact information: Benjamin Carson 501-258-7831 bcarson@rsed.org

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 2024-25 School Year

Projected Revenue by Fund Source

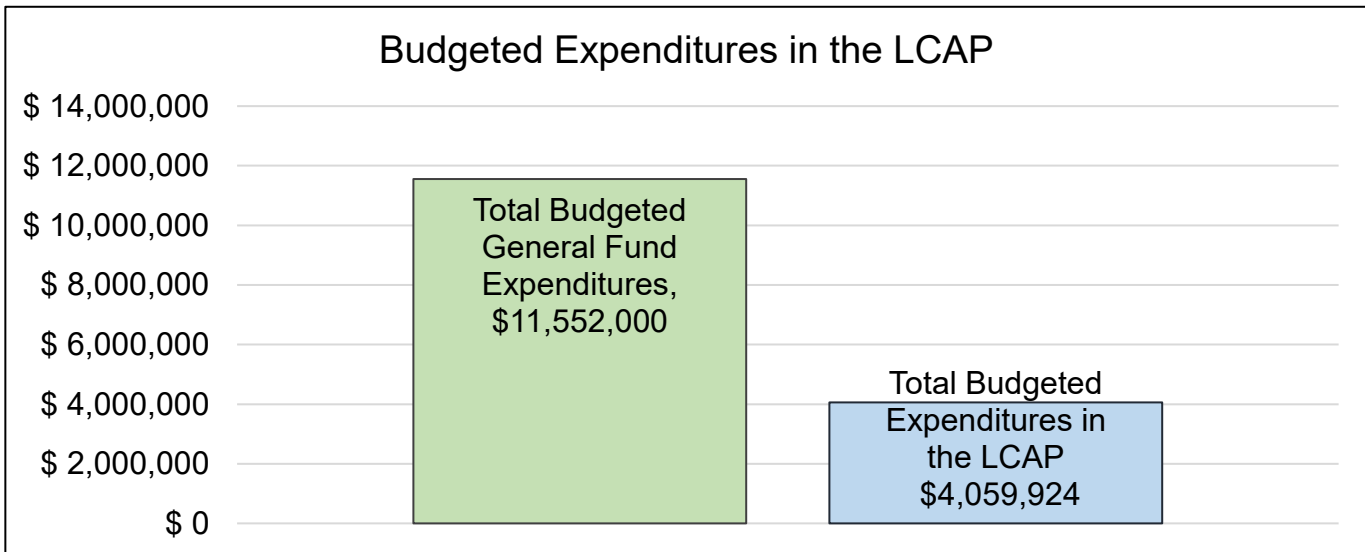


This chart shows the total general purpose revenue Rocketship Futuro Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Futuro Academy is \$11,562,790.54, of which \$7,856,645.00 is Local Control Funding Formula (LCFF), \$3,031,413.27 is other state funds, \$1,176.04 is local funds, and \$673,556.23 is federal funds. Of the \$7,856,645.00 in LCFF Funds, \$1,107,346.00 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 Futuro Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Futuro Academy plans to spend \$11,552,000.00 for the 2024-25 school year. Of that amount, \$4,059,924.15 is tied to actions/services in the LCAP and \$7,492,075.85 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

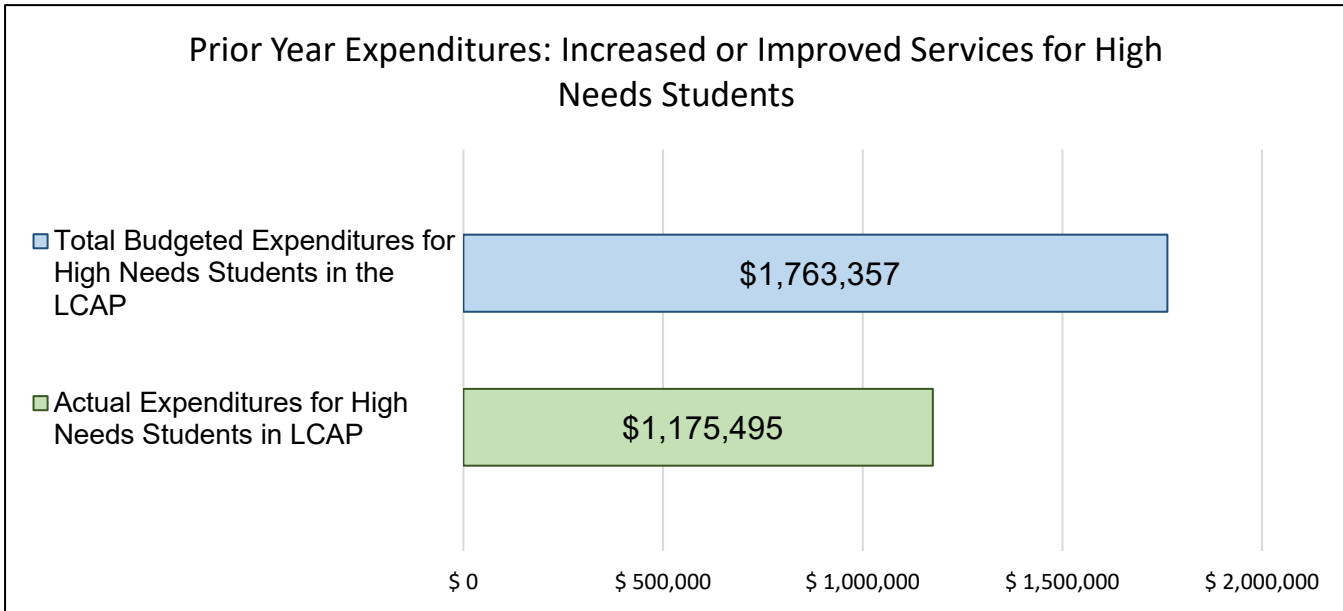
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Rocketship Futuro Academy is projecting it will receive \$1,107,346.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Futuro Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Futuro Academy plans to spend \$2,087,051.53 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 2023-24



This chart compares what Rocketship Futuro Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Futuro Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Rocketship Futuro Academy's LCAP budgeted \$1,763,356.95 for planned actions to increase or improve services for high needs students. Rocketship Futuro Academy actually spent \$1,175,495.27 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$587,861.68 had the following impact on Rocketship Futuro Academy's ability to increase or improve services for high needs students:

The estimated actual LCFF Supplemental/Concentration grants total for 23-24 was \$1,085,911. Estimated actual expenditures for contributing actions were \$1,175,495. So although we did not spend the total amount we had planned (see material differences explanations), actions and services were implemented, and we spent more than the total received for the purpose of this requirement.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Futuro Academy	Joelle Daguilh, Principal	info_rfa@rsed.org ; 925-246-5537

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. This broad goal addresses state priority 4-Pupil Achievement and 8-Other Pupil Outcomes.

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: 51.4% English Learners: 40.4% Low Income: 53.3% Hispanic/Latinx: 51.6% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All students: 46.2% English Learners: 29.1% Low Income: 43.2% Hispanic/Latinx: 44.6% Black or African American: 38.5 % Students with Disabilities: 11.9%	2022-23 All students: 43.7% English Learners: 22.8% Low Income: 41.9% Hispanic/Latinx: 42.0% Students with Disabilities: 7.0% Data Source: CA Dashboard	56% Data Year: 2022-23 Data Source: CA Dashboard

			Data Source: CA Dashboard		
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All students: 63.5% English Learners: 57.7% Low Income: 60% Hispanic/Latinx: 64.1% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All students: 44.8% English Learners: 28.7% Low Income: 43.0% Hispanic/Latinx: 43.0% Black or African American: 30.8% Students with Disabilities: 16.7% Data Source: CA Dashboard	2022-23 All students: 37.4% English Learners: 19.8% Low Income: 35.0% Hispanic/Latinx: 35.9% Students with Disabilities: 11.9% Data Source: CA Dashboard	67% Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups	TBD once results become available Data Year: 21-22 Data Source: Data Quest	N/A	2021-22 All students: 14.0% English Learners: 0% Low Income: 10.2% Hispanic/Latinx: 13.5% Students with Disabilities: 0 % Data Source: CA Dashboard	2022-23 All students: 34.8% English Learners: 5.9% Low Income: 35.8% Hispanic/Latinx: 34.5% Students with Disabilities: 5.6 % Data Source: CA Dashboard	TBD based on baseline Data Year: 2022-23 Data Source: Data Quest
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.51 Data Source: NWEA MAP	1.01 Years Data Year: 2021-22 Data Source: NWEA MAP	.91 Years Data Year: 2022-23 Data Source: NWEA MAP	.80 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP

Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.31 Data Source: NWEA MAP	1.22 Years Data Year: 2021-22 Data Source: NWEA MAP	.96 Years Data Year: 2022-23 Data Source: NWEA MAP	1.01 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 33% Data Source: CA Dashboard	60.9% Scoring Level 3 or 4 on ELPAC (2019-20 ELPAC test suspended due to COVID, no prior year score for ELPI calculations) Data Year: 2020-21 Data Source: DataQuest	2021-22: 32% Data Source: CA Dashboard	2022-23: 44% Data Source: CA Dashboard	High (Green) on current status of dashboard 55% Data Year: 2022-23 Data Source: CA Dashboard
EL Reclassification Rate	2019-20: 9.5% Data Source: CA Dashboard	21-22: 8.0% Data Year: 2021-22 (As of 4/15/22) Data Source: SIS Demographics 20-21: 0.0% (due to COVID assessment and instruction interruptions) Data Year: 2020-21 Data Source:	22-23: 7% Data Year: 2022-23 (As of 3/15/23) Data Source: SIS Demographics	23-24: 5.5% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Demographics	15% Data Year: 2023-24 Data Source: SIS Demographics

Goal Analysis

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.

All Goal 1 actions were implemented as planned except, in 1.4 Services to Support Emerging Bilingual Students, we did not implement the support plan framework for newcomers. However, we differentiated our curriculum for newcomers, and we provided p.d. for our teachers on newcomer strategies. Successes and Challenges: In 1.1 Common Core-Aligned Instruction & Materials, we adopted a new curriculum for math and for reading. The math curriculum is conceptually based, and the reading program is based on the science of reading. The adoption has been a success. A related challenge has been, given the new curriculum, how we personalize instruction for students. We reflected mid-year on our implementation and made some adjustments to small-group instruction and student 1-to-1 coaching. In order to personalize instruction for math, we made small group instruction a priority and differentiated it so students could work at their pace and at their level. We also used a co-teaching model in math this year so all classrooms had a co-teacher. We were able to personalize the Eureka curriculum itself, modifying the lessons as needed based on student data. We also found a creative new way to track the data on a daily basis (exit ticket data and daily exit ticket conferences with students where they would try to beat their score from the day before). In Reading, we did a “walk to guided reading” model in grades 2-5 with groupings based on competency level instead of grade level. We also figured out the best system to track data so we could be responsive to it, identifying the most important pieces of DIBELS for students and giving continual exposure to that content while tracking that data. We then triangulated this data with mClass and CKLA assessment data. In 1.2 Personalized Learning, we are in Year 1 implementation of a new district curriculum. A success was that all teachers and leaders received professional development on the new curriculum and are implementing year one. A related challenge we anticipate is the need for support beyond year one, and we are considering how to develop additional professional development for continued support of the implementation and rollout. In 1.3 Special Education Supports, we had success in gathering cross discipline/provider aligned recommendations for students to ensure all providers are working on the full picture for increased student achievements. A related challenge has been the need for cross discipline/team assessment calendars. At times it is difficult to align all providers on a date. In 1.4 Services to Support Emerging Bilingual Students, a success to celebrate is that not only is designated ELD happening with fidelity, but based on school site observation and network observation data, it is occurring with higher quality instruction than ever before, responding to our focus on Principle 2 of the EL Roadmap. In addition to observation data, our Multilingual Learner leads, the school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the programs on their campuses. In terms of challenges for 1.4, we had planned a rollout of universal strategies to support Tier One instruction. Regional observation showed it was not a strong rollout, and we can do better next year. We plan to either go back to GLAD (Guided Language Acquisition Design) strategies implementation, which is more familiar, or to increase focus on implementation roll out for universal strategies. In 1.5 Love of Reading, there was a lot of success this year. We had multiple word millionaire students this year! We have two book vending machines on campus, and students are very excited about this earned incentive for more reading. Families have been more involved in reading. We have volunteer family members supporting our libraries, and more family members are reading daily.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.1, Common-Core aligned instruction and materials, there was a material difference (-\$37,310) because core curriculum expenses were lower than planned. In 1.3 Special Education Supports, there was a material difference (\$137,752) due to increased need for special education contractors due to staffing shortages. Contractors are more expensive than hiring internal staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 1.1 Common Core-aligned instruction & materials, 1.2 Personalized Learning, 1.3 Special Education Supports, and 1.5 Love of Reading Campaign actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we approached our targets. Although we see some growth, there is a bigger learning gap due to the pandemic that we will continue working to address. We began implementing new curricula for reading and math in 2023-24. In the curriculum rollout, under Action 1.1, our goal for this year was to know we are implementing with fidelity. We expect to see and evaluate the results after a full year of implementation. Our internal data points for this year are around implementation, which is positive. We are planning for further implementation support in the 24-25 school year as well. In 1.4 Services to Support Emerging Bilingual Learners, our annual goal is for 15% of students to meet all required criteria for reclassification each year. We also strive for at least 55% of students to demonstrate progress on the English Learner Progress Indicator (ELPI). In 2023, we had 44% of students making progress in the English Learner Progress Indicator. In 2023-24, we had a reclassification rate of 5.5% Data showing the full impact of this year’s LCAP goals and initiatives will be available in the summer. But our internal observation data on implementation of ELD shows the highest quality implementation yet. Based on this information, we believe the action toward the goal was somewhat effective. In order to accelerate progress, we plan to continue this work and to either increase the focus on universal strategies for Tier One instruction or return to GLAD strategies implementation, which is under consideration.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. In 1.1 and 1.2, we added information about the adoption and implementation of a new Tier 2 Intervention curriculum. In 1.4 we added information on our ELD implementation for 24-25 within the context of a multi-year focus on the EL Roadmap. In 1.5 we changed the title to align with current initiatives.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

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% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
Number/% of total and EL teachers credentialed & properly assigned	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
% of adopted standards including ELD standards implemented	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 2 actions were implemented as planned except, in 2.2 Assessments, the first two bullet points did happen as planned, but we now use the term state test primer instead of interim assessments, and we used DIBELS instead of STEP and Fountas and Pinnel in order to better align to our curriculum. Successes and Challenges: In 2.1 Professional Development, a success was that our P.D. directly supported implementation of the new curriculum across all spaces. We partnered with external organizations to make this come to life. We held a mix of school-based and network regional p.d. In 2.1, a challenge was in differentiating for teachers, given we were all starting with the new curriculum (so that new vs. experienced teachers all had the same p.d.). One of the greatest successes in 2.2 Assessment was that we had highly experienced internal ELPAC proctors through strong staff retention. This was a great benefit for our students. In 2.2 Assessment, we wish we could have more internal proctors, but we do still have to use some external proctors. In 2.3 Data Days, our data analysis has led to gains in % of students on track in reading levels and to increases in end of unit module assessments as well. In 2.3 Data Days, it was challenging to adapt to some of the new reporting structures with the new curriculum, which reports would be most useful to incorporate. Our reading assessment, mCLASS, tracks across major skills, but doesn't give us specifics to the letter, so we learned we had to supplement. In 2.4 Coaching, we successfully leveraged regional cluster common planning to bring together grade levels. We also held successful leadership development clinics for site leaders to opt into. Additionally, we found success in the creation of a core block coaching look-fors playbook to guide coaching. In 2.4 Coaching, it was a challenge to adjust our intellectual prep structures to account for teachers' increased need for time to internalize new curriculum. In 2.5 Credentialing, We have seen many of our teachers pass their required tests and continue to support staff still working to meet program enrollment requirements. In terms of challenges, we have determined that National University is not the optimal partner for our Intern teachers. We will be directing new staff that require program enrollment to Reach University instead. In 2.6 Culturally Responsive Pedagogy, we saw success in holding in person Los Dichos to bring in families to read with students on a monthly basis. We also held academic community meetings to unpack the curriculum, discuss progress with families, and align on strategies to support our Rocketeers. We found success in providing windows and mirrors for Rocketeers through our classroom libraries and text selection. In 2.6 Culturally Responsive Pedagogy, a challenge was in adjusting to find high leverage places for personalization and modification for our new curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.2 Assessments, there was a material difference (-\$17,681) because fewer testing substitutes were needed vs. initial plan. In 2.5 Teacher Credentialing there was a material difference (-\$10,195) because of fewer credentialing expenses due to teacher staffing shortages and lesser need vs. initial plan.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show some growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. We combined the previous Assessment and Data Days actions into 2.2 Data Driven Instructional Practices to better capture the data cycle. In 2.4 we updated the description to reflect our new partnership with Reach University and our work to strengthen our internal career pathway, also in partnership with Reach. In 2.5, we updated the description to more succinctly reflect our ongoing implementation of culturally responsive pedagogical practices.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

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 Data Year: 2019-20 Data Source: Local Indicators	Met Data Year: 2020-21 Data Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.	72% Data Year: 2021-22 Data Source: Internal Survey	82% Data Year: 2022-23 Data Source: Internal Survey	80% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey

<p>% of families feel campus is safe (As measured by family survey)</p>	<p>No 2020-21 data due to pandemic school closure.</p>	<p>94% Data Year: 2021-22 Data Source: Annual Parent Survey</p>	<p>74% Data Year: 2022-23 Data Source: Annual Parent Survey</p>	<p>87% Data Year: 2023-24 Data Source: Annual Parent Survey</p>	<p>85% Data Year: 2023-24 Data Source: Annual Parent Survey</p>
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Goal Analysis

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.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Business Operations Manager, based on our internal metrics for operations systems, we improved operations significantly this year. Highlights of this success include improvements in safety, joy, and efficiency at recess. In 3.2 School Maintenance, this year we expanded our network team for facilities maintenance. Although we successfully added one staff member, we struggled to fill the third role, which impacted our ability to address all needs in the most expeditious manner possible. We successfully re-painted our classrooms and exterior, which improved our campus, and we installed the Visit U identification checking system on campus for improved safety. In 3.4 School-wide Operational Systems & Routines, we had some challenges with our drop off and pick up routines, but we addressed this by adding purple barriers which, combined with heavy staffing at dismissal and arrival, have solved the issues and maintained safety and efficiency. In terms of operations staffing, in the beginning of the year, we had some operations openings that were successfully filled over time and by mid-year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences in Goal 3 actions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The School Maintenance action was effective as evidenced by the Do facilities meet the “good repair” standard: Met.
The Business Operations Manager, Custodial Services & Supplies, and Operations Specialists actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 80% and % of families feel campus is safe: 87%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work.

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.

In 3.1 we updated the action to include the Operations Specialist role in addition to the Business Operations Manager. In 3.2 we added janitorial services to the description so the action will encompass maintenance and janitorial. In 3.3, we shifted the focus from janitorial services to safety trainings. In 3.4 we shifted the focus to describe systems of staff development and continuous improvement in operations.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 4

Goal #	Description
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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. This broad goal addresses state priorities 3-Parent Engagement; 5-Student Engagement; 6-School Climate; and 7-Course Access.

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 2020-21 data due to pandemic school closure	83% Data Year: 2021-22 Data Source: Internal Survey	82% Data Year: 2022-23 Data Source: Internal Survey	83% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	94% Data Year: 2020-21 Data Source: Annual Parent Survey	78% Data Year: 2021-22 Data Source: Annual Parent Survey	84% Data Year: 2022-23 Data Source: Annual Parent Survey	77% Data Year: 2023-24 Data Source: Annual Parent Survey	90% Data Year: 2023-24 Data Source: Annual Parent Survey
Portion of parents with input into decision making (Parent survey participation rate)	100% Data Year: 2020-21 Data Source: Internal Survey	69% Data Year: 2021-22 Data Source: Internal Survey	66% Data Year: 2022-23 Data Source: Internal Survey	97% Data Year: 2023-24 Data Source: Internal Survey	90% Data Year: 2023-24 Data Source: Internal Survey
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All students: 13% English Learners: 14.1% Low Income: 13.5%	All Students: 40.6% English Learners: 37.1%	All Students: 37.2% English Learners: 37.1%	All Students: 25.6% English Learners: 21.9% Low Income: 25.7%	All Students: 10% English Learners: 10%

	<p>Students with Disabilities: 22%</p> <p>Black or African American: 17.6%</p> <p>Asian: 13.3%</p> <p>Hispanic/Latinx: 12.8%</p> <p>Data Source: CA Dashboard</p>	<p>Low Income: 40.9%</p> <p>Students with Disabilities: 37.0%</p> <p>Asian: 22.2%</p> <p>Black or African American: 37.5%</p> <p>Hispanic/Latinx: 39.6%</p> <p>White: 36.7%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Attendance Reports</p>	<p>Low Income: 38.4%</p> <p>Students with Disabilities: 34.9%</p> <p>Homeless: 37.3%</p> <p>Asian: 36.6%</p> <p>Black: 27.1%</p> <p>Hispanic/Latinx: 38.7%</p> <p>White: 20.0%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p> <p>Data Source: SIS Attendance Reports</p>	<p>Students with Disabilities: 27.3%</p> <p>Homeless: 21.6%</p> <p>Asian: 39.6%</p> <p>Hispanic/Latinx: 24.2%</p> <p>White: 21.2%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Attendance Reports</p>	<p>Low Income: 10%</p> <p>Students with Disabilities: 10%</p> <p>Homeless: 10%</p> <p>Asian: 10%</p> <p>Black or African American: 10%</p> <p>Hispanic/Latinx: 10%</p> <p>White: 10%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Attendance Reports</p>
Suspension rate for all students and all significant subgroups	<p>2018-19</p> <p>0%</p> <p>Data Source: CA Dashboard</p>	<p>0%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0.5%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Discipline Reports</p>
Expulsion rate for all students and all significant subgroups	<p>2018-19: 0%</p> <p>Data Source: CA Dashboard</p>	<p>0%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Discipline Reports</p>
Average Daily Attendance	<p>94.7%</p> <p>Data Source: SIS Attendance Reports</p>	<p>90.1%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Attendance Reports</p>	<p>90.7%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p> <p>Data Source: SIS Discipline Reports</p>	<p>92.8%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Discipline Reports</p>	<p>95%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Attendance Reports</p>

% of students with access to a broad course of study, including unduplicated students and students with exceptional needs	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
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Goal Analysis

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.

All Goal 4 actions were implemented as planned except, in 4.3 Social Emotional Learning, we did not add the Wellness Counselor Intern. Successes and Challenges: In 4.1 Enrichment, we had science, music, and PE, but it was challenging to staff our enrichment classes, and we had to utilize long-term substitutes for one PE position and the music class. In 4.2 Field Trips, we successfully had every single 4th and 5th grade cohort at each RPS campus attend science camp this year. We had many successes in 4.4 Care Corps. Our reach of families has grown threefold this year across the network. We have been able this year to increase our caseloads to 15 families per school, every nine weeks, serving those with the most severe needs and high chronic absenteeism. Care Corps is integrated with the attendance escalation process, in collaboration with the Regional Attendance Review Board. Across our 13 CA schools, we serve close to 585 families served per year through case management care coordination services. Staff had weekly check-ins with parents, offered community referrals to organizations to meet needs, referred as needed and paid registration to Parent Project (a series of helpful parent workshops offered through the District Attorney office). Care Corps partnered with our school leadership team to share student progress and provide feedback to leverage support of all stakeholders on campus and communicate how they can additionally support, especially when attendance was affected. One big challenge we experienced in 4.4 Care Corps is that there is a high emotional toll on our team when community partners have insufficient resources to help our students. It is very difficult, when we see that families are living in a car, in a tent, doubled, or tripled up in housing, and we are faced with the lack of housing options in the community to help them. Often this year we found that shelters had wait lists, there were no more hotel vouchers available, and hotline for referrals had a two-week waitlist. Another challenge has been helping parents to ask for resources to meet their own needs which would facilitate care coordination services for the entire family.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 Enrichment, there was a material difference (\$357,053) because after school programming expenses were higher vs. plan.

In 4.2 Field Trips, there was a material difference (\$58,675) because Science camp expenses were higher vs. what was initially planned.

In 4.3 Social Emotional Learning, there was a material difference (-\$10,433) because expenses were below plan due to changes in staffing plans, resulting in fewer expenses for the school based social emotional learning consultants and interventionists. Rocketship instead hired regional Wellness Teachers and Counselors.

In 4.4 Care Corps, there was a material difference (-\$9,856) because Care Corp compensation expenses differed from what was planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (83%), by Suspension rate for all students and all significant subgroups (77%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Field Trips actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by Average Daily Attendance 92.8%), by Chronic Absenteeism rate for all students and all significant subgroups (25.6% overall), and by 77% of parents who report feeling

connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–97%). Although the ADA is lower and Chronic absenteeism higher than in a typical pre-pandemic year, the pandemic continues to bring unprecedented challenges to attendance, and we see from our progress that the actions made a big difference in supporting attendance despite this challenge.

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.

In 4.4 we updated the Care Corps description to include the initiatives begun under our Community Schools program.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priority 3-Parent Engagement.

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)	94% Data Year 2020--21 Data Source: Internal HelpCounter Data	73% Data Year 2021-22 (As of 4/22/22) Data Source: Internal HelpCounter Data	96% Data Year 2022-23 (As of 4/14/23) Data Source: Internal HelpCounter Data	99% Data Year 2023-24 (As of 5/3/24) Data Source: Internal HelpCounter Data	90% Data Year 2023--24 Data Source: Internal HelpCounter Data
% Home visits completed	100% Data Year 2020--21 Data Source: Internal Data	99% Data Year 2021-22 Data Source: Internal Data	99% Data Year 2022-23 Data Source: Internal Data	99% Data Year 2023-24 Data Source: Internal Data	95% Data Year 2023-24 Data Source: Internal Data

<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>	<p>90% Data Year 2020--21 Data Source: Annual Parent Survey</p>	<p>79% Data Year 2021-22 Data Source: Annual Parent Survey</p>	<p>78% Data Year 2022-23 Data Source: Annual Parent Survey</p>	<p>73% Data Year 2023-24 Data Source: Annual Parent Survey</p>	<p>90% Data Year 2023-24 Data Source: Annual Parent Survey</p>
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Goal Analysis

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.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1, we had success in surveying families during the summer and then again in Spring to find out what families would like to have in terms of family engagement events. Conducting two surveys instead of the usual one survey allowed for schools to receive feedback, implement it, and seek additional feedback. Based on this data, we implemented cultural celebrations, including celebrations of Hispanic Heritage, Lunar New Year, and Black History. Our priority this year was engaging families through different processes and systems, and our cultural celebrations were a big part of this. We also offered a Zoom option for Cafecitos, and we held some hybrid academic family meetings, which provided additional flexibility for families. We surveyed families on whether orientation was a meaningful experience, and satisfaction was high, another success in family engagement. In 5.1, a challenge we are considering is how to make sure that all of our families are able to come to the events. We wish to engage more of the families that need the most support--for example, families of students that are truant or chronically absent, and not just the same already involved families. In 5.3, a challenge continues to be finding sufficient time for home visits since we are once again doing fully in-person home visits. In 5.4 Los Dichos, we have had successful family outreach and participation across our Rocketship schools. Across all 13 schools, we've averaged about ~3 family members per classroom and this exceeds our goal of 2 family members per classroom. We had over 3,600 volunteers between September and March so far! We've improved our curriculum to ensure that all books are accessible in Spanish and Vietnamese (vs Spanish only in the past) to reflect the primary home languages spoken in our schools. A success was the inclusion of a broad range of family members in the program--grandpas, cousins, aunties, uncles. It was a meaningful experience for everyone, and especially for families who could engage in their primary language. In 5.5 Los Dichos, the biggest challenge for us was that Los Dichos was on Monday and Tuesday when most families work, so it was challenging to get that minimum of participants.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.3 School Leadership Team, there was a material difference (-\$12,898), and the variance is the result of a difference in personnel costs versus the budget

In 5.4 Los Dichos there was a material difference (-\$3,048) because funds were budgeted in case expenses materialized. This is primarily a volunteer program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent involvement and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (99%).

Parent Outreach was effective as evidenced by % Home visits completed (99%)

School Leadership Team was somewhat effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (73%).

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.

We reorganized our actions within Goal 5 to better align with the facets of our family engagement initiatives. We also added an Attendance Initiatives action to communicate the important work being done to increase or maintain high attendance and reduce chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 Futuro Academy	Joelle Daguilh, Principal	info_rfa@rsed.org ; 925-246-5537

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Rocketship Futuro Academy opened in August 2016 in Concord as a K-2 grade campus, the first East Bay Rocketship campus and the 12th Bay Area Rocketship campus. The school has now expanded to serve 672 students in grades TK-5. Approximately 76.2% of the students are socioeconomically disadvantaged, 57.4% are English learners, 7.1% are Homeless Youth, and 83.2% are Hispanic/Latinx, and 4.6% Asian. Additionally, 10.1% of students qualify for special education services.

Rocketship Futuro Academy 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 Futuro Academy’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 Futuro Academy 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.

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At Rocketship Futuro this fifth core value is purpose.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Futuro Academy 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 be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. 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 parents, 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 Futuro 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RFA has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing 4.3 Social Emotional Learning.

RFA has identified a need in Math for Students with Disabilities (Red, -98.3). We will address this need by implementing Required Action 1.3 Special Education Supports and 1.1 Personalized Learning.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

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.

Rocketship Futuro Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Futuro Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Futuro Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	<p>The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RFA based on the CA School Dashboard for 2023 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 11/29/23, 4/24/24, and May 2024 (date TBD). Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. We conducted an RCAB meeting on 5/13/24 to gather more community partner feedback and collaboration around how Care Corps can best support attendance and reduce chronic absenteeism. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 6/4/24.</p> <p>Our board meets quarterly 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 29, 2024. The LCAP was adopted on June 16, 2024.</p>
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings (9/14) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal--Cafecitos (8/22/23, 9/12/23, 10/17/23, 11/28/23, 1/16/24, 3/12/24, 4/17/24, 5/14/24), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 4-27).
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (March 4-8).

Insert or delete rows, as necessary.

Goal 1:

In our Services to Support Multilingual Learners (Action 1.4), we received feedback from our multilingual families on the need to increase program awareness for families, beginning with what is the process for identifying multilingual families and then what supports are in place and available for multilingual students, and actions that families can take at home to support their student. As a result of this feedback, we added ELAC ambassadors--a parent representative in the SSC for multilingual families (see Action 5.2 Family Advocacy and Leadership). In 1.4 Services to Support Emerging Bilingual Students, our Multilingual Learner leads, school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the Designated English Language Development programs on their campuses, supporting the effectiveness of this action.

Goal 2:

In High Quality Research Based Curriculum (Action 2.1), we received positive feedback from teachers regarding the extensive resources that come with the new ELA and Math curriculum. Similarly, families appreciate the robust family resources, including communications and videos. Students have shared that they like the use of manipulatives in math learning, and they appreciate the additional time in small group instruction they receive under the new curriculum. Based in part on this feedback, we will be continuing to utilize the new curriculum and look forward to year two of implementation, and we plan to pilot a Tier 1 curriculum for grades 3-5 in hopes that it will have similarly positive results. We received teacher feedback pointing to the need to change our teacher preparation program partner (Action 2.3 Teacher Credentialing). We received input from our school leaders, teachers, and staff on the effectiveness of our assessments (2.2 Data Driven Instructional Practices). They are very happy with the high retention of assessment proctors, leading to increased familiarity and stronger skills and knowledge base. We heard similar input from our Multilingual Learner leads. We also got feedback from ETS and our state success agent that we have improved in our implementation. We attribute this success to having in-person training and practice on the technical aspects of the administration. Teachers have appreciated the shorter amount of time it takes to administer reading assessment and the increase in rigor aligned to Common Core of our math assessments.

Goal 3:

Based on staff and family feedback, we improved significantly this year in our Operations. Highlights of this success include improvements in safety, joy, and efficiency at recess. Based on this feedback, we plan to continue implementing the actions of Goal 3. In our Fall 2023 family survey, we evaluated safety and effectiveness of our drop off and pick up procedures and our school providing a safe learning environment. We surveyed again in December, and improved and exceeded 80% satisfaction in these categories. This input supported the effectiveness of our Goal 3 actions

Goal 4:

The Care Corps team continually seeks input from families on any help needed in meeting basic needs, and family input continues to show a great need among families for services such as food, shelter, medical, and other resources. In response, we expanded our Care Corps program and integrated the Community Schools program with it so that we can support more families with wrap-around services (Care Corps Action 4.4).

Goal 5:

During the implementation of the new Math and Reading curriculum described in Goal 1, Action 1, we heard from families that although there is much they appreciate about the program, some of the content is taught in ways different than they learned it. To address this, we're having

academic community meetings about the curriculum and sharing ways parents can support students at home, as part of Family Engagement (Action 5.1). In 23-24 we added a fall mini-survey in addition to our annual Spring family survey. Our intent was to get feedback after the first 30 days of the school year and be able to make timely adjustments before surveying again in Spring. The valuable feedback received led to several plan improvements. First, we plan to continue the fall mini-survey as part of our family engagement. Additionally, we learned that orientation was a meaningful experience for our families, so we plan to continue this event. Next, in asking what additional family engagement events they would like to have, we learned that families would like to have cultural celebrations. We implemented many cultural celebrations throughout the year and plan to continue these in the coming year, based on positive family feedback (Action 5.1 Family Engagement).

Goals and Actions

Goal

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

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

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. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	<p>CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: CA Dashboard</p>	<p>All students: 43.7%</p> <p>English Learners: 22.8%</p> <p>Low Income: 41.9%</p> <p>Hispanic/Latinx: 42.0%</p> <p>Students with Disabilities: 7.0%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>49%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]
1.2	<p>CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: CA Dashboard</p>	<p>All students: 37.4%</p> <p>English Learners: 19.8%</p> <p>Low Income: 35.0%</p> <p>Hispanic/Latinx: 35.9%</p> <p>Students with Disabilities: 11.9%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>42%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]

1.3	<p>CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: CA Dashboard</p>	<p>All students: 34.8%</p> <p>English Learners: 5.9%</p> <p>Low Income: 35.8%</p> <p>Hispanic/Latinx: 34.5%</p> <p>Students with Disabilities: 5.6 %</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>39%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]
1.4	<p>Avg Growth Years for Reading on NWEA (K-2)</p> <p>Data Source: NWEA MAP</p>	<p>.80 Years</p> <p>Data Year: 2023-24</p>			<p>1.2 Years</p> <p>Data Year: 2026-27</p>	
1.5	<p>Avg Growth Years for Math on NWEA (K-2)</p> <p>Data Source: NWEA MAP</p>	<p>1.01 Years</p> <p>Data Year: 2023-24</p>			<p>1.2 Years</p> <p>Data Year: 2026-27</p>	

1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	2022-23: 44%			55% Data Year: 2025-26	
1.7	EL Reclassification Rate Data Source: SIS Demographics	23-24: 5.5 % Data Year: 2023-24 (as of 3/29/24)			15% Data Year: 2026-27	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Personalized Learning	<p>RFA's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Title I funds are used for tutors and teacher assistants who provide small group instruction during the school day in order to fill learning gaps and accelerate learning. 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 Intervention 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 classroom 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 students in Special Education.</p> <p>We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 24-25, we will be in year two of implementing a new Humanities/ELA intervention curriculum. Participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-4 students.</p> <p>Title I Evidence-Based Strategies</p>	<p>\$ 929,618 (\$205,356 Title I)</p>	Yes
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		<p>The Personalized Learning action, as described above, combines adaptive intervention curriculum for learning acceleration with high quality tutoring in a small group setting. These evidence-based educational strategies are designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards. During learning lab time, all students utilize adaptive online learning platforms to fill gaps and accelerate learning. Title I-funded tutors pull small groups of students for tutoring based on assessment data, targeting students most in need of academic support, including low income students, English learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.</p>		
1.2	Special Education Supports	<p>Although RFA runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. 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. This action will support Math growth and achievement of our Students with Disabilities by providing supports personalized to their needs.</p>	\$ 539,378	No

1.3	Services to Support Multilingual Students	<p>Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to grade 5. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year.</p> <p>Last year 23-24, we built on EL Roadmap Principle 1 and focused on EL Roadmap Principle 2 by investing in intellectual quality of instruction and meaningful access, which included embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helped us identify opportunities to elevate our practices and innovate in services of educational equity.</p> <p>To amplify the implementation of Integrated ELD, we used "Universal Strategies" to provide access to content. Designated ELD focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons were differentiated for newcomers. Teachers also increased their knowledge on newcomers strategies through campus held professional development and modules.</p> <p>We invested in formative assessment to monitor progress towards both of our program goals, making progress towards English proficiency and mastery of grade level standards. We measured student progress in Lexia English (units and levels) to ensure that students stay on track to achieve their ELPAC growth goals. In addition to Lexia English, we used formative assessments aligned to the ELD standards such as piloting the ELPAC Interim Assessments (Writing Domain only in non standardized testing) to measure movement along the language proficiency continuum.</p>	\$ 43,380	No
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		<p>In 24.25 we will continue to build on EL Roadmap Principle 2 by continuing to explicitly teach ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We will revamp our rollout plan for Universal Strategies to strategically respond to the needs of all campuses and provide resources and support for its integration in all learning spaces, and/or elevate teacher practice on GLAD strategies through professional development and coaching support. We will continue to invest in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice.</p> <p>In engaging families of multilingual learners and strengthening our schools' partnership with them, our school will continue to elect an ELAC Ambassador to represent multilingual learners in SSC and other spaces. To develop their knowledge on the multilingual learners program, ELAC Ambassadors will meet three times a year and attend walkthroughs on campus to observe instruction, including social emotional learning. During SSC/ELAC meetings, ELAC Ambassadors will lead the conversation with schools on multilingual learners support and achievement. They will have multiple opportunities to collaborate with their schools to increase at home support, and advocate for high quality instruction.</p>		
1.4	Rocketship Reads	Rocketship Futuro Academy will implement a Rocketship Reads 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.	\$ 102,371	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	High Quality, Research-based Curriculum	<p>The RFA 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. RFA operates an inclusion model and therefore this core 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. RFA 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. For 24-25, we will continue the implementation of the math curriculum and k-2 reading begun in 23-24, and we plan to pilot a Tier 1 reading curriculum for grades 3-5.</p>	\$ 98,457	No
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2.2	Professional Development	<p>Professional Development is a critical component of the RFA program. We will continue to implement a comprehensive program of 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 will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs.</p> <p>Summer PD</p> <p>Each summer, RFA 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, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.</p> <p>Thursday PD</p> <p>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>Professional Development Fund</p> <p>RFA has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RFA 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.</p>	\$ 251,323	Yes
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2.3	Data Driven Instructional Practices	<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"> • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS 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) • Initial and summative Alternative ELPAC for English Learners with severe cognitive disabilities <p>Following administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RFA 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>	\$ 91,138	Yes
2.3	Instructional Coaching	<p>The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RFA teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. 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>	\$ 218,112	Yes

2.4	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that will provide staff with an Early Completion option and a Traditional two year route to earning their Preliminary Credential. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 24-25 school year.	\$ 36,594	No
2.5	Culturally Responsive Pedagogy	RFA is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. 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.	\$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the "good repair" standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	80% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	87% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	85% Data Year: 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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3.1	Operations Staffing & Development	<p>Our school 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. Our BOM serves as safety lead for campus, planning and leading safety training 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.</p> <p>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.</p>	\$ 510,651	Yes
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3.2	Facilities Maintenance	<p>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>Our school 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> <p>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>	\$ 403,840	No
3.3	Safety Training	<p>We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.</p>	\$16,608	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their 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. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

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. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	83% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23			100% Data Year: 2025-26	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	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, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. 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.	\$ 255,358	Yes
4.2	Outdoor Education and Community Experiences	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 from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go 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.	\$ 80,000	Yes

4.3	Social Emotional Learning	<p>At Rocketship Futuro Academy we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Futuro Academy core values: respect, responsibility, persistence, empathy, and purpose. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.</p> <p>In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.</p>	\$ 179,809	No
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		<p>Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed.</p> <p>We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling 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.</p>		
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4.4	Care Corps	<p>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 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 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. We have expanded our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We conduct health screenings for all students, including vision, hearing, and dental. We partner with an outside organization to provide families with immunizations. We have four main initiatives:</p> <p>Food Distribution: We service 800 families every month across San Jose and East Bay.</p> <p>Pop Up Closet: Free clothing families can access either at food distribution sites or on campus.</p> <p>Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example).</p> <p>Health Screenings</p> <p>The team of providers works 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 Schools program also includes a program to address chronic absenteeism.</p>	\$ 78,791	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

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. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	92.8% Data Year: 2023-24 (as of 3/29/24)	[Insert outcome here]	[Insert outcome here]	95% Data Year: 2026-27	[Insert current difference from baseline here]

5.2	<p>Chronic Absenteeism rate for all students and all significant subgroups</p> <p>Data Source: SIS Attendance Reports</p>	<p>All Students: 25.6%</p> <p>English Learners: 21.9%</p> <p>Low Income: 25.7%</p> <p>Students with Disabilities: 27.3%</p> <p>Homeless: 21.6%</p> <p>Asian: 39.6%</p> <p>Black: 27.1%</p> <p>Hispanic/Latinx: 24.2%</p> <p>White: 21.2%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>All Students: 10%</p> <p>Data Year: 2026-27</p>	[Insert current difference from baseline here]
5.3	<p>% of parents are involved (% parents on track to complete participation hours)</p> <p>Data Source: Internal HelpCounter Data</p>	<p>99%</p> <p>Data Year 2023-24 (As of 5/3/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>90%</p> <p>Data Year 2026-27</p>	[Insert current difference from baseline here]

5.4	<p>% Home visits completed</p> <p>Data Source: Internal Data</p>	<p>99%</p> <p>Data Year 2023-24</p>			<p>95%</p> <p>Data Year 2026-27</p>	
5.5	<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p> <p>Data Source: Annual Parent Survey</p>	<p>73%</p> <p>Data Year 2023-24</p>			<p>90%</p> <p>Data Year 2026-27</p>	
5.6	<p>% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)</p> <p>Data Source: Annual Parent Survey</p>	<p>77%</p> <p>Data Year: 2023-24</p>			<p>85%</p> <p>Data Year 2026-27</p>	

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Internal Survey	97% Data Year: 2023-24			90% Data Year 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	Family Engagement	<p>We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including:</p> <p>Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year.</p> <p>Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party.</p> <p>Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders.</p> <p>Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.</p>	\$ 116,332	Yes
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	<p>Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement.</p> <p>College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.</p> <p>Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.</p>		
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5.2	Family Advocacy and Leadership	<p>In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond.</p> <p>Advocacy opportunities for all families include:</p> <p>School Site Council (SSC) and English Learner Advisory Committee (ELAC):</p> <p>SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners.</p> <p>Regional Advisory Board: 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> <p>California Leadership Organizing Committee (CLOC):</p> <p>The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.</p>	\$0	No
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5.3	School-Family Partnership	<p>Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents 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 parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums.</p> <p>Through the Care Corps program, schools 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>	\$ 47,414	No
5.4	Los Dichos	<p>Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the 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 or Vietnamese 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 Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.</p>	\$ 18,527	No

5.5	Attendance Initiatives	<p>We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I includes positive attendance incentives and daily contacts made for any absent students. Tier II supports begin once a student misses 2+ days within the week, with added outreach, action planning, and notifications provided. Tier III supports, which begin when a student is identified as chronically absent or truant, incorporate intensive supports and team-based monitoring that as needed can involve our formalized process of School Attendance Review Team (SART) potential referrals to our Regional Attendance Review Board (RARB). We work to ensure that our systems and process are followed with fidelity so that attendance barriers are addressed and families are equipped with resources to improve attendance.</p>	\$ 42,224	No
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Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 1,107,346	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
16.41%	0%	\$0	16.41%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.1 Personalized Learning</p> <p>1.4 Rocketship Reads</p> <p>2.1 Professional Development</p> <p>2.3 Data Driven Instructional Practices</p> <p>2.4 Instructional Coaching</p>	<p>In reviewing the 2023 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that English learners are at orange (-26.9) level for ELA and Socioeconomically Disadvantaged students were at yellow level (-18). In Math, both groups were at orange level (EL, -41.3, SED -32.1). We had yellow level performance in 2023 on the English Learner Progress Indicator, with 43.8% of students making progress towards English language proficiency. In 2023-24, our EL Reclassification rate was 5.5% as of 3/29/24. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.</p>	<p>Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship 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 Driven Instructional Practices provide high quality assessments and 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 instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math</p>	<p>1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate</p>
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		will benefit, they are LEA-wide actions.	
<p>3.1 Operations Staffing & Development 4.1 Enrichment 4.2 Field Trips</p>	<p>In 2023, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2024 survey results showed that 80% of students feel safe on campus and 83% of students feel connected to at least one staff member. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.</p>	<p>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, and progress yet to be made. Operations Staffing & Development is an action designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--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. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.</p>	<p>3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate</p>

5.1 Family Engagement	<p>Our 2024 survey and internal data showed that 73% of parents were satisfied with their school, 99% of parents were involved in their school, and 99% of families received home visits. 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.</p>	<p>A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all families will benefit, they are LEA-wide actions.</p>	<p>5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>
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Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

California Department of Education
November 2023

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,749,299	\$ 1,107,346	16.41%	0.000%	16.41%	\$ 2,087,052	0.000%	30.92%	Total:	\$ 2,087,052
								LEA-wide Total:	\$ 2,087,052
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RFA	\$ 461,767	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RFA	\$ 102,371	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RFA	\$ 251,323	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RFA	\$ 91,138	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RFA	\$ 218,112	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RFA	\$ 510,651	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RFA	\$ 255,358	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RFA	\$ 80,000	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RFA	\$ 116,332	0.000%
							\$ -	0.000%

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 6,749,299	\$ 1,107,346	16.41%	0.000%	16.41%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,695,594	\$ 813,585	\$ -	\$ 550,745	\$ 4,059,924.15	\$ 2,963,261	\$ 1,096,663

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Personalized Learning	[Input student group(s)]	Yes	LEA-wide	All	RFA	Ongoing	\$ 737,845	\$ 191,773	\$ 461,767	\$ -	\$ -	\$ 467,850	\$ 929,618	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RFA	Ongoing	\$ 361,457	\$ 177,921	\$ -	\$ 536,457	\$ -	\$ 2,921	\$ 539,378	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RFA	Ongoing	\$ 20,292	\$ 23,088	\$ -	\$ -	\$ -	\$ 43,380	\$ 43,380	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RFA	Ongoing	\$ 99,871	\$ 2,500	\$ 102,371	\$ -	\$ -	\$ -	\$ 102,371	0.000%
2	1	High quality, research-based curriculum	[Input student group(s)]	No	LEA-wide	[Input unduplicated student group(s)]	RFA	Ongoing	\$ -	\$ 98,457	\$ 98,457	\$ -	\$ -	\$ -	\$ 98,457	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RFA	Ongoing	\$ 231,323	\$ 20,000	\$ 251,323	\$ -	\$ -	\$ -	\$ 251,323	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RFA	Ongoing	\$ 47,451	\$ 43,687	\$ 91,138	\$ -	\$ -	\$ -	\$ 91,138	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RFA	Ongoing	\$ 218,112	\$ -	\$ 218,112	\$ -	\$ -	\$ -	\$ 218,112	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RFA	Ongoing	\$ -	\$ 36,594	\$ -	\$ -	\$ -	\$ 36,594	\$ 36,594	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RFA	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RFA	Ongoing	\$ 510,651	\$ -	\$ 510,651	\$ -	\$ -	\$ -	\$ 510,651	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RFA	Ongoing	\$ -	\$ 403,840	\$ 403,840	\$ -	\$ -	\$ -	\$ 403,840	0.000%
3	3	Safety Training	All	No	LEA-wide		RFA	Ongoing	\$ 5,805	\$ 10,803	\$ 16,608	\$ -	\$ -	\$ -	\$ 16,608	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RFA	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RFA	Ongoing	\$ 255,358	\$ -	\$ 255,358	\$ -	\$ -	\$ -	\$ 255,358	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RFA	Ongoing	\$ -	\$ 80,000	\$ 80,000	\$ -	\$ -	\$ -	\$ 80,000	0.000%
4	3	Social Emotional Learning	All	No	LEA-wide		RFA	Ongoing	\$ 179,809	\$ -	\$ -	\$ 179,809	\$ -	\$ -	\$ 179,809	0.000%
4	4	Care Corps	All	No	LEA-wide		RFA	Ongoing	\$ 78,791	\$ -	\$ -	\$ 78,791	\$ -	\$ -	\$ 78,791	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RFA	Ongoing	\$ 108,832	\$ 7,500	\$ 116,332	\$ -	\$ -	\$ -	\$ 116,332	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RFA	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RFA	Ongoing	\$ 47,414	\$ -	\$ 47,414	\$ -	\$ -	\$ -	\$ 47,414	0.000%
5	4	Los Dichos	All	No	LEA-wide		RFA	Ongoing	\$ 18,527	\$ -	\$ -	\$ 18,527	\$ -	\$ -	\$ 18,527	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RFA	Ongoing	\$ 41,724	\$ 500	\$ 42,224	\$ -	\$ -	\$ -	\$ 42,224	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,936,285.59	\$ 4,378,489.87

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Standards-Aligned Instruction & Materials	No	\$ 123,460	\$ 86,150
1	2	Personalized Learning	Yes	\$ 818,644	\$ 843,411
1	3	Special Education Supports	No	\$ 391,140	\$ 528,892
1	4	Services to Support Emerging Bilingual Students	No	\$ 43,208	\$ 41,962
1	5	Reading Engagement	Yes	\$ 7,300	\$ 6,935
2	1	Professional Development	Yes	\$ 227,195	\$ 210,182
2	2	Assessments	Yes	\$ 24,321	\$ 6,640
2	3	Data Days	Yes	\$ 47,401	\$ 43,751
2	4	Coaching	Yes	\$ 312,220	\$ 310,602
2	5	Teacher Credentialing	No	\$ 36,594	\$ 26,399
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 112,526
3	2	School Maintenance	No	\$ 220,267	\$ 223,983
3	3	Custodial Service and Supplies	No	\$ 187,374	\$ 194,400
3	4	Operations Specialists	Yes	\$ 336,319	\$ 324,495
4	1	Enrichment	Yes	\$ 739,661	\$ 1,096,714
4	2	Field Trips	Yes	\$ 50,000	\$ 108,675
4	3	Social Emotional Learning	Yes	\$ 33,000	\$ 22,567
4	4	CareCorp	No	\$ 82,930	\$ 73,074
5	1	Family Involvement	No	\$ 16,986	\$ 15,429
5	2	Family Outreach	Yes	\$ 9,432	\$ 8,570

5	3	School Leadership Team	No	\$ 104,079	\$ 91,181
5	4	Los Dichos	No	\$ 5,000	\$ 1,952

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,085,911	\$ 1,763,357	\$ 1,175,495	\$ 587,862	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Personalized Learning	Yes	\$ 364,114	\$ 372,369.23	0.00%	0.00%
1	5	Reading Engagement	Yes	\$ 7,300	\$ 6,935.00	0.00%	0.00%
2	1	Professional Development	Yes	\$ 227,195	\$ 176,931.68	0.00%	0.00%
2	2	Assessments	Yes	\$ 24,321	\$ 6,640.00	0.00%	0.00%
2	3	Data Days	Yes	\$ 47,401	\$ 35,786.88	0.00%	0.00%
2	4	Coaching	Yes	\$ 312,220	\$ -	0.00%	0.00%
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 112,525.83	0.00%	0.00%
3	4	Operations Specialists	Yes	\$ 336,319	\$ 324,494.95	0.00%	0.00%
4	1	Enrichment	Yes	\$ 232,300	\$ -	0.00%	0.00%
4	2	Field Trips	Yes	\$ 50,000	\$ 108,675.00	0.00%	0.00%
4	3	Social Emotional Learning	Yes	\$ 33,000	\$ 22,567.10	0.00%	0.00%
5	2	Family Outreach	Yes	\$ 9,432	\$ 8,569.60	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 6,439,229	\$ 1,085,911	0.00%	16.86%	\$ 1,175,495	0.00%	18.26%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

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 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Los Suenos Academy

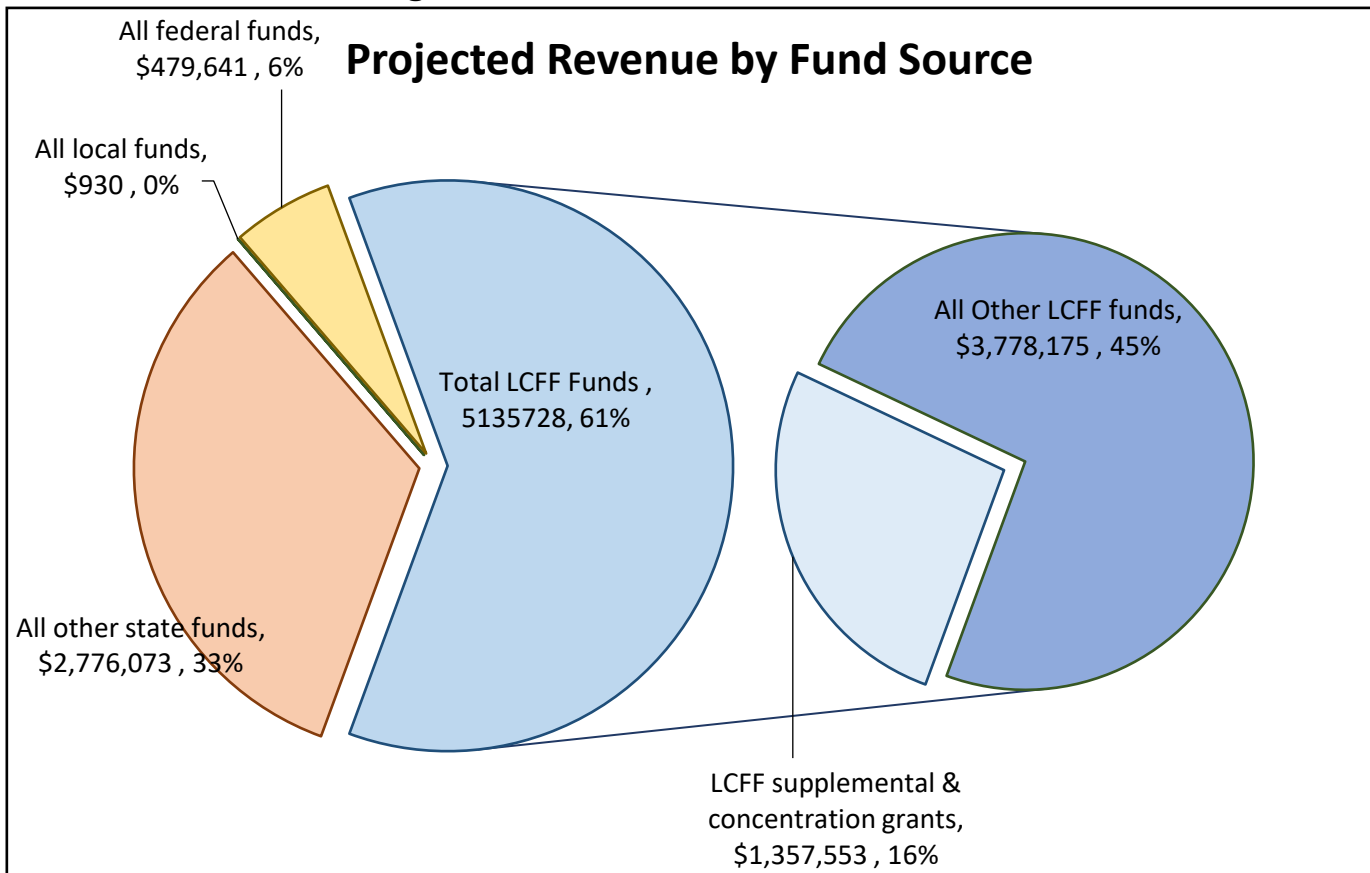
CDS Code: 43-10439-0120642

School Year: 2024-25

LEA contact information: Benjamin Carson 501-258-7831 bcarson@rsed.org

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 2024-25 School Year

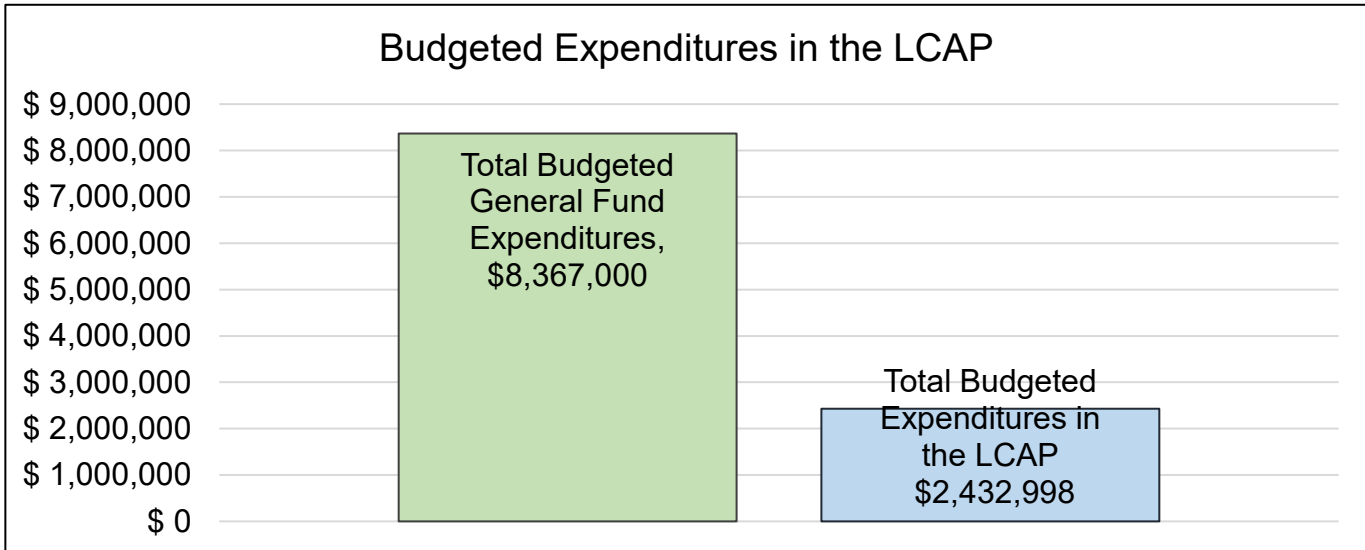


This chart shows the total general purpose revenue Rocketship Los Suenos Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Los Suenos Academy is \$8,392,372.56, of which \$5,135,728.00 is Local Control Funding Formula (LCFF), \$2,776,073.06 is other state funds, \$930.27 is local funds, and \$479,641.23 is federal funds. Of the \$5,135,728.00 in LCFF Funds, \$1,357,553.00 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 Los Suenos Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Los Suenos Academy plans to spend \$8,367,000.00 for the 2024-25 school year. Of that amount, \$2,432,997.60 is tied to actions/services in the LCAP and \$5,934,002.40 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

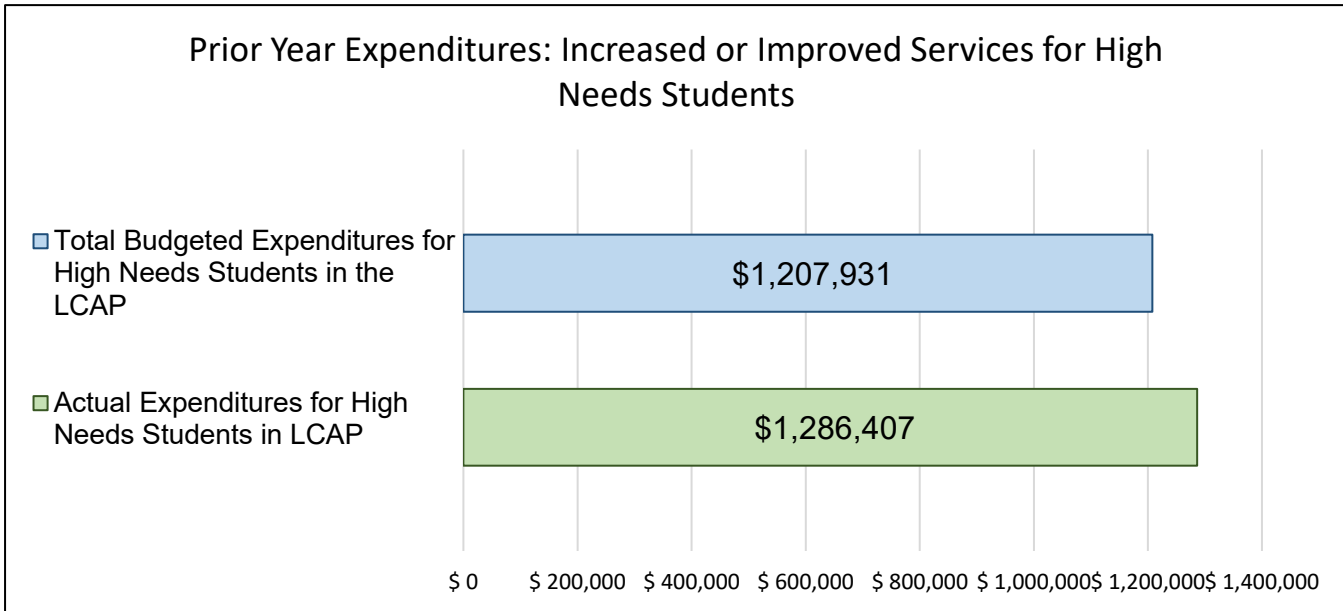
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Rocketship Los Suenos Academy is projecting it will receive \$1,357,553.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Los Suenos Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Los Suenos Academy plans to spend \$1,359,180.47 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 2023-24



This chart compares what Rocketship Los Suenos Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Los Suenos Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Rocketship Los Suenos Academy's LCAP budgeted \$1,207,931.31 for planned actions to increase or improve services for high needs students. Rocketship Los Suenos Academy actually spent \$1,286,407.36 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Los Sueños Academy	Gabriela Gordon, Principal	lossuenos@rsed.org ; 408-684-4028

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. This broad goal addresses state priority 4-Pupil Achievement and 8-Other Pupil Outcomes.

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: 39.2% English Learners: 9.4% Low Income: 37.1% Students with Disabilities: 11.1% Asian: 85.7% Hispanic/Latinx: 34.7%	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 30.4% English Learners: 17.0% Low Income: 26.4% Students with Disabilities: 4.4% Asian: 78.6% Hispanic/Latinx: 24.1%	2022-23 All Students: 33.3% English Learners: 18.6% Low Income: 31.5% Students with Disabilities: 4.8% Asian: 56.3% Hispanic/Latinx: 30.7%	44% Data Year: 2022-23 Data Source: CA Dashboard

	Data Source: CA Dashboard		Data Source: CA Dashboard	Data Source: CA Dashboard	
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 54.9% English Learners: 32.3% Low Income: 53.1% Students with Disabilities: 11.1% Asian: 92.9% Hispanic/Latinx: 51.5% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 35.7 % English Learners: 20.8% Low Income: 33.1% Students with Disabilities: 8.7% Asian: 85.7% Hispanic/Latinx: 29.0% Data Source: CA Dashboard	2022-23 All Students: 41.1% English Learners: 23.5% Low Income: 39.0% Students with Disabilities: 9.5% Asian: 75.0 % Hispanic/Latinx: 36.7% Data Source: CA Dashboard	58% Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 25% English Learners: 0% Low Income: 17.9% Hispanic/Latinx: 14.8% Data Source: Data Quest	N/A	2021-22 All Students: 25% Low Income: 22.2% Hispanic/Latinx: 16.7% Data Source: CA Dashboard	2022-23 All Students: 13.8% Low Income: 15.4% Hispanic/Latinx: 14.8% Data Source: CA Dashboard	All Students: 30% English Learners: 30% Low Income: 30% Students with Disabilities: 30% Asian: 30% Black or African American: 30% Hispanic/Latinx: 30% Data Year: 2022-23 Data Source: Data Quest
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.15 Data Source:	.94 Years Data Year:	.98 Years Data Year:	1.04 Years Data Year:	1.2 Years Data Year:

	NWEA MAP	2021-22 Data Source: NWEA MAP	2022-23 Data Source: NWEA MAP	2022-23 Data Source: NWEA MAP	2023-24 Data Source: NWEA MAP
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.17 Data Source: NWEA MAP	1.09 Years Data Year: 2021-22 Data Source: NWEA MAP	1.09 Years Data Year: 2022-23 Data Source: NWEA MAP	1.15 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 22% Data Source: CA Dashboard	% Scoring Level 3 or 4 on ELPAC (2019-20 ELPAC test suspended due to COVID, no prior year score for ELPI calculations) Data Year: 2020-21 Data Source: DataQuest	2021-22: 31% Data Source: CA Dashboard	2022-23: 63% Data Source: CA Dashboard	High (Green) on current status of dashboard 55% Data Source: CA Dashboard
EL Reclassification Rate	2019-20: 3.9% Data Source: CA Dashboard	5.6% (as of 4/15/22) Data Year :2021-22 Data Source: SIS Demographics 0.0% (due to COVID assessment and instruction interruptions)	5% (as of 3/15/23) Data Year: 2022-23 Data Source: SIS Demographics	4.9% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Demographics	15% Data Year: 2023-24 Data Source: SIS Demographics

		Data Year: 2020-21 DataQuest			
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Goal Analysis

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.

All Goal 1 actions were implemented as planned except, in 1.4 Services to Support Emerging Bilingual Students, we did not implement the support plan framework for newcomers. However, we differentiated our curriculum for newcomers, and we provided p.d. for our teachers on newcomer strategies. Successes and Challenges: In 1.1 Common Core-Aligned Instruction & Materials, we adopted a new curriculum for math and for reading. The math curriculum is conceptually based, and the reading program is based on the science of reading. The adoption has been a success. A related challenge has been, given the new curriculum, how we personalize instruction for students. We reflected mid-year on our implementation and made some adjustments to small-group instruction and student 1-to-1 coaching. We personalized learning by differentiating instructions for our emerging students and providing the right scaffolds and supports for students with IEPs and Multilingual learners. In 1.2 Personalized Learning, we are in Year 1 implementation of a new district curriculum. A success was that all teachers and leaders received professional development on the new curriculum and are implementing year one. A related challenge we anticipate is the need for support beyond year one, and we are considering how to develop additional professional development for continued support of the implementation and rollout. In 1.3 Special Education Supports, we had success in gathering cross discipline/provider aligned recommendations for students to ensure all providers are working on the full picture for increased student achievements. A related challenge has been the need for cross discipline/team assessment calendars. At times it is difficult to align all providers on a date. In 1.4 Services to Support Emerging Bilingual Students, a success to celebrate is that not only is designated ELD happening with fidelity, but based on school site observation and network observation data, it is occurring with higher quality instruction than ever before, responding to our focus on Principle 2 of the EL Roadmap. In addition to observation data, our Multilingual Learner leads, the school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the programs on their campuses. In terms of challenges for 1.4, we had planned a rollout of universal strategies to support Tier One instruction. Regional observation showed it was not a strong rollout, and we can do better next year. We plan to either go back to GLAD (Guided Language Acquisition Design) strategies implementation, which is more familiar, or to increase focus on implementation roll out for universal strategies. In 1.5 Reading Engagement, a success was the way we implemented reading interventions and small group instruction with fidelity and consistency for every student and saw significant growth over time in reading fluency and comprehension. A challenge was in finding more time to deliver small group instruction to students that are above the reading benchmarks, as well as building teacher skill in identifying the main hold back for student growth, whether fluency or comprehension

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.2 Personalized Learning, there was a material difference (-\$70,578) because fewer tutors were hired compared to plan due to staffing shortages.

In 1.3 Special Education Supports, there was a material difference (-\$36,175) due to reduced need for special education contractors.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 1.1 Common Core-aligned instruction & materials, 1.2 Personalized Learning, 1.3 Special Education Supports, and 1.5 Love of Reading Campaign actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target

in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we approached our targets. Although we see growth, there is a bigger learning gap due to the pandemic that we will continue working to address. We began implementing new curricula for reading and math in 2023-24. In the curriculum rollout, under Action 1.1, our goal for this year was to know we are implementing with fidelity. We expect to see and evaluate the results after a full year of implementation. Our internal data points for this year are around implementation, which is positive. We are planning for further implementation support in the 24-25 school year as well.

In 1.4 Services to Support Emerging Bilingual Learners, our annual goal is for 15% of students to meet all required criteria for reclassification each year. We also strive for at least 55% of students to demonstrate progress on the English Learner Progress Indicator (ELPI). In 2023, we had 63% of students making progress in the English Learner Progress Indicator. In 2023-24, we had a reclassification rate of 4.9%. Data showing the full impact of this year’s LCAP goals and initiatives will be available in the summer. But our internal observation data on implementation of ELD shows the highest quality implementation yet. Based on this information, we believe the action toward the goal was somewhat effective. In order to accelerate progress, we plan to continue this work and to either increase the focus on universal strategies for Tier One instruction or return to GLAD strategies implementation, which is under consideration.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. In 1.1 and 1.2, we added information about the adoption and implementation of a new Tier 2 Intervention curriculum. In 1.4 we added information on our ELD implementation for 24-25 within the context of a multi-year focus on the EL Roadmap. In 1.5 we changed the title to align with current initiatives.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<p>% of students with access to their own copies of standards aligned instructional materials for use at school and at home</p>	<p>100%</p> <p>Data Year: 2019-20</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>
<p>Number/% of total and EL teachers credentialed & properly assigned</p>	<p>100%</p> <p>Data Year: 2019-20</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>
<p>% of adopted standards including ELD standards implemented</p>	<p>100%</p> <p>Data Year: 2019-20</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>

Goal Analysis

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.

All Goal 2 actions were implemented as planned except, in 2.2 Assessments, the first two bullet points did happen as planned, but we now use the term state test primer instead of interim assessments, and we used DIBELS instead of STEP and Fountas and Pinnel in order to better align to our curriculum. Successes and Challenges: In 2.1 Professional Development, a success was that our P.D. directly supported implementation of the new curriculum across all spaces. We partnered with external organizations to make this come to life. We held a mix of school-based and network regional p.d. In 2.1, a challenge was in differentiating for teachers, given we were all starting with the new curriculum (so that new vs. experienced teachers all had the same p.d.). One of the greatest successes in 2.2 Assessment was that we had highly experienced internal ELPAC proctors through strong staff retention. This was a great benefit for our students. In 2.2 Assessment, we wish we could have more internal proctors, but we do still have to use some external proctors. In 2.3 Data Days, our data analysis has led to gains in % of students on track in reading levels and to increases in end of unit module assessments as well. In 2.3 Data Days, it was challenging to adapt to some of the new reporting structures with the new curriculum, which reports would be most useful to incorporate. Our reading assessment, mCLASS, tracks across major skills, but doesn't give us specifics to the letter, so we learned we had to supplement. In 2.4 Coaching, we successfully leveraged regional cluster common planning to bring together grade levels. We also held successful leadership development clinics for site leaders to opt into. Additionally, we found success in the creation of a core block coaching look-fors playbook to guide coaching. In 2.4 Coaching, it was a challenge to adjust our intellectual prep structures to account for teachers' increased need for time to internalize new curriculum. In 2.5 Credentialing, We have seen many of our teachers pass their required tests and continue to support staff still working to meet program enrollment requirements. In terms of challenges, we have determined that National University is not the optimal partner for our Intern teachers. We will be directing new staff that require program enrollment to Reach University instead. In 2.6 Culturally Responsive Pedagogy, we saw success in holding in person Los Dichos to bring in families to read with students on a monthly basis. We also held academic community meetings to unpack the curriculum, discuss progress with families, and align on strategies to support our Rocketeers. We found success in providing windows and mirrors for Rocketeers through our classroom libraries and text selection. In 2.6 Culturally Responsive Pedagogy, a challenge was in adjusting to find high leverage places for personalization and modification for our new curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.2 Assessments, there was a material difference (-\$11,050) because fewer testing substitutes were needed vs. initial plan. In 2.4 Coaching, there was a material difference (-\$112,304) because fewer Assistant Principals on staff vs. plan resulted in lower coaching expenses.

In 2.5 Teacher Credentialing there was a material difference (-\$22,649) because of fewer credentialing expenses due to teacher staffing shortages and lesser need vs. initial plan.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials

provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. We combined the previous Assessment and Data Days actions into 2.2 Data Driven Instructional Practices to better capture the data cycle. In 2.4 we updated the description to reflect our new partnership with Reach University and our work to strengthen our internal career pathway, also in partnership with Reach. In 2.5, we updated the description to more succinctly reflect our ongoing implementation of culturally responsive pedagogical practices.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

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 Data Year: 2019-20 Data Source: Local Indicators	Met Data Year: 2020-21 Data Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.	73% Data Year: 2021-22	78% Data Year: 2022-23	84% Data Year: 2023-24	75% Data Year: 2023-24

		Data Source: Internal Survey	Data Source: Internal Survey	Data Source: Internal Survey	Data Source: Internal Survey
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.	93% Data Year: 2021-22 Data Source: Annual Parent Survey	81% Data Year: 2022-23 Data Source: Annual Parent Survey	90% Data Year: 2023-24 Data Source: Annual Parent Survey	85% Data Year: 2023-24 Data Source: Annual Parent Survey

Goal Analysis

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.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Business Operations Manager, based on our internal metrics for operations systems, we improved operations significantly this year. Highlights of this success include improvements in safety, joy, and efficiency at recess. In 3.2 School Maintenance, this year we expanded our network team for facilities maintenance. Although we successfully added one staff member, we struggled to fill the third role, which impacted our ability to address all needs in the most expeditious manner possible.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.1 Business Operations Manager there was a material difference (\$29,291) because salary differed from original budget. In 3.4 Operations Specialists there was a material difference (-\$95,647) because fewer Operations Specialists were hired due to challenges hiring and retaining staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The School Maintenance action was effective as evidenced by the Do facilities meet the “good repair” standard: Met. The Business Operations Manager, Custodial Services & Supplies, and Operations Specialists actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 84% and % of families feel campus is safe: 90%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work.

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.

In 3.1 we updated the action to include the Operations Specialist role in addition to the Business Operations Manager. In 3.2 we added janitorial services to the description so the action will encompass maintenance and janitorial. In 3.3, we shifted the focus from janitorial services to safety trainings. In 3.4 we shifted the focus to describe systems of staff development and continuous improvement in operations.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 3-Parent Engagement; 5-Student Engagement; 6-School Climate; and 7-Course Access.

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 2020-21 data due to pandemic school closure.	88% Data Year: 2021-22 Data Source: Internal Survey	79% Data Year: 2022-23 Data Source: Internal Survey	83% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	84% Data Year: 2020-21 Data Source: Annual Parent Survey	69% Data Year: 2021-22 Data Source: Annual Parent Survey	74% Data Year: 2022-23 Data Source: Annual Parent Survey	87% Data Year: 2023-24 Data Source: Annual Parent Survey	90% Data Year: 2023-24 Data Source: Annual Parent Survey
Portion of parents with input into decision making (Parent survey participation rate)	100% Data Year: 2020-21 Data Source: Internal Survey	92% Data Year: 2021-22 Data Source: Internal Survey	85% Data Year: 2022-23 Data Source: Internal Survey	92% Data Year: 2023-24 Data Source: Internal Survey	90% Data Year: 2023-24 Data Source: Internal Survey
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All Students: 10.3% English Learners: 9.7% Low Income: 10.4%	All Students: 53.7% English Learners: 50.4% Low Income: 52.1%	2022-23 All Students: 32.2% English Learners: 33.9% Low Income: 31.9%	2023-24 All Students: 26.1% English Learners: 27.8% Low Income: 25.7%	All Students: 10% English Learners: 10% Low Income: 10%

	<p>Students with Disabilities: 16.3%</p> <p>Asian: 0%</p> <p>Hispanic/Latinx: 11.3%</p> <p>Data Source: CA Dashboard</p>	<p>Students with Disabilities: 46.7%</p> <p>Asian: 14.8%</p> <p>Hispanic/Latinx: 55.5%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Attendance Reports</p>	<p>Students with Disabilities: 34.1%</p> <p>Homeless: 21.6%</p> <p>Hispanic/Latinx: 34.1%</p> <p>Data Source: CA Dashboard</p>	<p>Students with Disabilities: 16.4%</p> <p>Homeless: 34.5%</p> <p>Asian: 0.0%</p> <p>Hispanic/Latinx: 27.2%</p> <p>Data Source: SIS Attendance Reports</p>	<p>Students with Disabilities: 10%</p> <p>Homeless: 10%</p> <p>Asian: 10%</p> <p>Black or African American: 10%</p> <p>Hispanic/Latinx: 10%</p> <p>White: 10%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Attendance Reports</p>
<p>Suspension rate for all students and all significant subgroups</p>	<p>2018-19</p> <p>All Students: 0.6%</p> <p>English Learners: 0.4%</p> <p>Low Income: 0.7%</p> <p>Students with Disabilities: 4.1%</p> <p>Asian: 0%</p> <p>Hispanic/Latinx: 0.7%</p> <p>Data Source: CA Dashboard</p>	<p>All Students: 0.0%</p> <p>English Learners: 0.0%</p> <p>Low Income: 0.0%</p> <p>Students with Disabilities: 0.0%</p> <p>Asian: 0.0%</p> <p>Hispanic/Latinx: 0.0%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Discipline Reports</p>	<p>2022-23</p> <p>All Students: 0%</p> <p>English Learners: 0%</p> <p>Low Income: 0%</p> <p>Students with Disabilities: 0%</p> <p>Hispanic/Latinx: 0 %</p> <p>Homeless: 0%</p> <p>Data Source: CA Dashboard</p>	<p>2023-24</p> <p>All Students: 0%</p> <p>English Learners: 0%</p> <p>Low Income: 0%</p> <p>Students with Disabilities: 0%</p> <p>Hispanic/Latinx: 0%</p> <p>Homeless: 0%</p> <p>Data Source: SIS Discipline Reports (as of 3/29/24)</p>	<p>All Students: 0.5%</p> <p>English Learners: 0.5%</p> <p>Low Income: 0.5%</p> <p>Students with Disabilities: 0.5%</p> <p>Asian: 0.5%</p> <p>Black or African American: 0.5%</p> <p>Hispanic/Latinx: 0.5%</p>

					White: 0.5% Data Year: 2023-24 Data Source: SIS Discipline Reports
Expulsion rate for all students and all significant subgroups	2018-19: 0% Data Source: CA Dashboard	0% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Discipline Reports	0% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 Data Source: SIS Discipline Reports
Average Daily Attendance	2018-19: 95.3% Data Source: SIS Attendance Reports	88% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports	91.7% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Attendance Reports	93.2% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Attendance Reports	95% Data Year: 2023-24 Data Source: SIS Attendance Reports
% of students with access to a broad course of study, including unduplicated students and students with exceptional needs	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, it was challenging to staff our enrichment classes. In 4.2 Field Trips, we successfully had every single 4th and 5th grade cohort at each RPS campus attend science camp this year. We had many successes in 4.4 Care Corps. Our reach of families has grown threefold this year across the network. We have been able this year to increase our caseloads to 15 families per school, every nine weeks, serving those with the most severe needs and high chronic absenteeism. Care Corps is integrated with the attendance escalation process, in collaboration with the Regional Attendance Review Board. Across our 13 CA schools, we serve close to 585 families served per year through case management care coordination services. Staff had weekly check-ins with parents, offered community referrals to organizations to meet needs, referred as needed and paid registration to Parent Project (a series of helpful parent workshops offered through the District Attorney office). Care Corps partnered with our school leadership team to share student progress and provide feedback to leverage support of all stakeholders on campus and communicate how they can additionally support, especially when attendance was affected. One big challenge we experienced in 4.4 Care Corps is that there is a high emotional toll on our team when community partners have insufficient resources to help our students. It is very difficult, when we see that families are living in a car, in a tent, doubled, or tripled up in housing, and we are faced with the lack of housing options in the community to help them. Often this year we found that shelters had wait lists, there were no more hotel vouchers available, and hotline for referrals had a two-week waitlist. Another challenge has been helping parents to ask for resources to meet their own needs which would facilitate care coordination services for the entire family.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 Enrichment, there was a material difference (\$107,309) because after school programming expenses were higher vs. plan.

In 4.2 Field Trips, there was a material difference (\$4,718) because Science camp expenses were higher vs. what was initially planned.

In 4.3 Social Emotional Learning, there was a material difference (-\$7,567) because expenses were below plan due to changes in staffing plans, resulting in fewer expenses for the school based social emotional learning consultants and interventionists. Rocketship instead hired regional Wellness Teachers and Counselors.

In 4.4 Care Corps, there was a material difference (-\$9,856) because Care Corp compensation expenses differed from what was planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (83%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Field Trips actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by Average Daily Attendance (93.2%), by Chronic Absenteeism rate for all students and all significant subgroups (26.1% overall), and by 87% of parents who report feeling connected (As measured by parent survey question, "My Rocketship school has a strong and committed community that actively

encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–92%). Although the ADA is lower and Chronic absenteeism much higher than in a typical pre-pandemic year, the pandemic continues to bring unprecedented challenges to attendance, and we see from our growth that the actions made a big difference in supporting attendance despite this challenge.

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.

In 4.4 we updated the Care Corps description to include the initiatives begun under our Community Schools program.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priority 3-Parent Engagement.

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)	86% Data Year 2020--21 Data Source: Internal HelpCounter Data	89% Data Year 2021-22 (As of 4/22/22) Data Source: Internal HelpCounter Data	98% Data Year 2022-23 (As of 4/14/23) Data Source: Internal HelpCounter Data	96% Data Year 2023-24 (As of 5/3/24) Data Source: Internal HelpCounter Data	90% Data Year 2023--24 Data Source: Internal HelpCounter Data
% Home visits completed	100% Data Year 2020--21 Data Source: Internal Data	99% Data Year 2021-22 Data Source: Internal Data	100% Data Year 2022-23 Data Source: Internal Data	98% Data Year 2023-24 Data Source: Internal Data	95% Data Year 2023-24 Data Source: Internal Data

% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	86% Data Year 2020--21 Data Source: Annual Parent Survey	76% Data Year 2021-22 Data Source: Annual Parent Survey	78% Data Year 2022-23 Data Source: Annual Parent Survey	89% Data Year 2023-24 Data Source: Annual Parent Survey	90% Data Year 2023-24 Data Source: Annual Parent Survey
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Goal Analysis

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.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1, we had success in surveying families during the summer and then again in Spring to find out what families would like to have in terms of family engagement events. Conducting two surveys instead of the usual one survey allowed for schools to receive feedback, implement it, and seek additional feedback. Based on this data, we implemented cultural celebrations, including celebrations of Hispanic Heritage, Lunar New Year, and Black History. Our priority this year was engaging families through different processes and systems, and our cultural celebrations were a big part of this. We also offered a Zoom option for Cafecitos, and we held some hybrid academic family meetings, which provided additional flexibility for families. We surveyed families on whether orientation was a meaningful experience, and satisfaction was high, another success in family engagement. In 5.1, a challenge we are considering is how to make sure that all of our families are able to come to the events. We wish to engage more of the families that need the most support--for example, families of students that are truant or chronically absent, and not just the same already involved families. In 5.3, a challenge continues to be finding sufficient time for home visits since we are once again doing fully in-person home visits. In 5.4 Los Dichos, we have had successful family outreach and participation across our Rocketship schools. Across all 13 schools, we've averaged about ~3 family members per classroom and this exceeds our goal of 2 family members per classroom. We had over 3,600 volunteers between September and March so far! We've improved our curriculum to ensure that all books are accessible in Spanish and Vietnamese (vs Spanish only in the past) to reflect the primary home languages spoken in our schools. A success was the inclusion of a broad range of family members in the program--grandpas, cousins, aunties, uncles. A meaningful experience for everyone, and especially for families who could engage in their primary language. In 5.5 Los Dichos, our increased family engagement has made finding space to hold trainings at our school sites sometimes challenging. We need to work with school leaders to ensure our training space is large enough to hold all family participants. Some schools have higher parent turnout than others, we want to support all schools to have consistent family readers each month.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.4 Los Dichos there was a material difference (-\$3,813) because funds were budgeted in case expenses materialized. This is primarily a volunteer program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent involvement and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (96%).

Parent Outreach was effective as evidenced by % Home visits completed (98%)

School Leadership Team was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (89%).

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.

We reorganized our actions within Goal 5 to better align with the facets of our family engagement initiatives. We also added an Attendance Initiatives action to communicate the important work being done to increase or maintain high attendance and reduce chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 Los Sueños Academy	Gabriela Gordon, Principal	lossuenos@rsed.org ; 408-684-4028

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Rocketship Los Sueños opened in August 2010, the third Rocketship campus to open in San Jose. The campus serves approximately 369 TK-5 students. Approximately 85.4% of the students are socioeconomically disadvantaged, 11.1% are homeless, 66.1% are English learners, 91.0% are Hispanic/Latinx and 6% are Asian. Additionally, 11.4% of students qualify for special education services.

Rocketship Los Sueños 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 Los Sueños’ 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 Los Sueños 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.

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

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Los Sueños 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 be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as 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 Los Sueños 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A success has been that every month we have a cultural celebration where we invite families to join and students are given the opportunity to present, are celebrated, and/or participate in the learning of the culture, social group, or topic that we are discussing that month as a school.

2023 Dashboard Reflections

RLS has identified a success in Mathematics (Green, -20.6). We will build on this success by implementing action 1.1 Personalized Learning.

RLS has identified a success in English Learner Progress Indicator (Blue, 63.3%). We plan to build on this success by implementing action 1.3 Services to Support Multilingual Students..

RLS has identified a success in Suspension Rate Overall (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

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.

Rocketship Los Sueños Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Los Sueños Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Los Sueños Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	<p>The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RLS based on the CA School Dashboard for 2023 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP input and consultation on 10/3/23, 11/29/23, 2/28/24, and 5/14/24. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. We conducted an RCAB meeting on 5/13/24 to gather more community partner feedback and collaboration around how Care Corps can best support attendance and reduce chronic absenteeism. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 6/4/24.</p> <p>Our board meets quarterly 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 29, 2024. The LCAP was adopted on June 16, 2024.</p>
Teachers, School Staff, Administrators	<p>Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (10/4/23, 1/10/24, 4/10/24), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 4-27).</p>
Parents	<p>Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings (11/3/23) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.</p>
Students	<p>Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (March 4-8).</p>

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goal 1:

In our Services to Support Multilingual Learners (Action 1.4), we received feedback from our multilingual families on the need to increase program awareness for families, beginning with what is the process for identifying multilingual families and then what supports are in place and available for multilingual students, and actions that families can take at home to support their student. As a result of this feedback, we added ELAC ambassadors--a parent representative in the SSC for multilingual families (see Action 5.2 Family Advocacy and Leadership). In 1.4 Services to Support Emerging Bilingual Students, our Multilingual Learner leads, school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the Designated English Language Development programs on their campuses, supporting the effectiveness of this action.

Goal 2:

In High Quality Research Based Curriculum (Action 2.1), we received positive feedback from teachers regarding the extensive resources that come with the new ELA and Math curriculum. Similarly, families appreciate the robust family resources, including communications and videos. Students have shared that they like the use of manipulatives in math learning, and they appreciate the additional time in small group instruction they receive under the new curriculum. Based in part on this feedback, we will be continuing to utilize the new curriculum and look forward to year two of implementation, and we plan to pilot a Tier 1 curriculum for grades 3-5 in hopes that it will have similarly positive results. In 2.1 and 2.2 (Professional Development), teachers appreciate the in-day planning time they receive and the clear systems we developed for small group instruction, supporting the effectiveness of these actions. We received teacher feedback pointing to the need to change our teacher preparation program partner (Action 2.4 Teacher Credentialing). We received input from our school leaders, teachers, and staff on the effectiveness of our assessments (2.3 Data Driven Instructional Practices). They are very happy with the high retention of assessment proctors, leading to increased familiarity and stronger skills and knowledge base. We heard similar input from our Multilingual Learner leads. We also got feedback from ETS and our state success agent that we have improved in our implementation. We attribute this success to having in-person training and practice on the technical aspects of the administration. Teachers have appreciated the shorter amount of time it takes to administer reading assessment and the increase in rigor aligned to Common Core of our math assessments.

Goal 3:

Based on staff and family feedback, we improved significantly this year in our Operations. Highlights of this success include improvements in safety, joy, and efficiency at recess. Based on this feedback, we plan to continue implementing the actions of Goal 3. In our Fall 2023 family survey, we evaluated safety and effectiveness of our drop off and pick up procedures and our school providing a safe learning environment. We surveyed again in December, and improved and exceeded 80% satisfaction in these categories. This input supported the effectiveness of our Goal 3 actions

Goal 4:

Survey data shows that our students have positive relationships with teachers and feel pride in their school, supporting the effectiveness of the actions in Goal 4. a great need among families for services such as food, shelter, medical, and other resources. In response, we expanded our Care Corps program and integrated the Community Schools program with it so that we can support more families with wrap-around services (Care Corps Action 4.4).

Goal 5:

During the implementation of the new Math and Reading curriculum described in Goal 1, Action 1, we heard from families that although there is much they appreciate about the program, some of the content is taught in ways different than they learned it. To address this, we're having academic community meetings about the curriculum and sharing ways parents can support students at home, as part of Family Engagement (Action 5.1). In 23-24 we added a fall mini-survey in addition to our annual Spring family survey. Our intent was to get feedback after the first

30 days of the school year and be able to make timely adjustments before surveying again in Spring. The valuable feedback received led to several plan improvements. First, we plan to continue the fall mini-survey as part of our family engagement. Additionally, we learned that orientation was a meaningful experience for our families, so we plan to continue this event. Next, in asking what additional family engagement events they would like to have, we learned that families would like to have cultural celebrations. We implemented many cultural celebrations throughout the year and plan to continue these in the coming year, based on positive family feedback (Action 5.1 Family Engagement). In 5.3 School Family Partnership, parent survey results reported 90%+ on "I am treated with warmth and respect by...(teachers, principal, assistant principals, Business Operations Manager, and Office Manager)," supporting the effectiveness of this action.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

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. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	<p>CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: CA Dashboard</p>	<p>All Students: 33.3%</p> <p>English Learners: 18.6%</p> <p>Low Income: 31.5%</p> <p>Students with Disabilities: 4.8%</p> <p>Asian: 56.3%</p> <p>Hispanic/Latinx: 30.7%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>38%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]
1.2	<p>CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: CA Dashboard</p>	<p>All Students: 41.1%</p> <p>English Learners: 23.5%</p> <p>Low Income: 39.0%</p> <p>Students with Disabilities: 9.5%</p> <p>Asian: 75.0 %</p> <p>Hispanic/Latinx: 36.7%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>46%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All Students: 13.8% Low Income: 15.4% Hispanic/Latinx: 14.8% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	19% Data Year: 2025-26	[Insert current difference from baseline here]
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	1.04 Years Data Year: 2022-23			1.2 Years Data Year: 2026-27	
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.15 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	2022-23: 63%			55% Data Year: 2025-26	

1.7	EL Reclassification Rate Data Source: Internal SIS Demographics Data	4.9% Data Year: 2023-24 (as of 3/29/24)			15% Data Year: 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Personalized Learning	<p>RLS's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Title I funds are used for tutors and teacher assistants who provide small group instruction during the school day in order to fill learning gaps and accelerate learning. 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 Intervention 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 classroom 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 students in Special Education.</p> <p>We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 24-25, we will be in year two of implementing a new Humanities/ELA intervention curriculum. Participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-4 students.</p> <p>Title I Evidence-Based Strategies</p>	\$ 329,207 (\$106,880 Title I)	Yes
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		The Personalized Learning action, as described above, combines adaptive intervention curriculum for learning acceleration with high quality tutoring in a small group setting. These evidence-based educational strategies are designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards. During learning lab time, all students utilize adaptive online learning platforms to fill gaps and accelerate learning. Title I-funded tutors pull small groups of students for tutoring based on assessment data, targeting students most in need of academic support, including low income students, English learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.		
1.2	Special Education Supports	Although RLS runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. 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.	\$ 351,291	No

1.3	Services to Support Multilingual Students	<p>Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to grade 5. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year.</p> <p>Last year 23-24, we built on EL Roadmap Principle 1 and focused on EL Roadmap Principle 2 by investing in intellectual quality of instruction and meaningful access, which included embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helped us identify opportunities to elevate our practices and innovate in services of educational equity.</p> <p>To amplify the implementation of Integrated ELD, we used "Universal Strategies" to provide access to content. Designated ELD focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons were differentiated for newcomers. Teachers also increased their knowledge on newcomers strategies through campus held professional development and modules.</p> <p>We invested in formative assessment to monitor progress towards both of our program goals, making progress towards English proficiency and mastery of grade level standards. We measured student progress in Lexia English (units and levels) to ensure that students stay on track to achieve their ELPAC growth goals. In addition to Lexia English, we used formative assessments aligned to the ELD standards such as piloting the ELPAC Interim Assessments (Writing Domain only in non standardized testing) to measure movement along the language proficiency continuum.</p>	\$ 32,538	No
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		<p>In 24.25 we will continue to build on EL Roadmap Principle 2 by continuing to explicitly teach ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We will revamp our rollout plan for Universal Strategies to strategically respond to the needs of all campuses and provide resources and support for its integration in all learning spaces, and/or elevate teacher practice on GLAD strategies through professional development and coaching support. We will continue to invest in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice.</p> <p>In engaging families of multilingual learners and strengthening our schools' partnership with them, our school will continue to elect an ELAC Ambassador to represent multilingual learners in SSC and other spaces. To develop their knowledge on the multilingual learners program, ELAC Ambassadors will meet three times a year and attend walkthroughs on campus to observe instruction, including social emotional learning. During SSC/ELAC meetings, ELAC Ambassadors will lead the conversation with schools on multilingual learners support and achievement. They will have multiple opportunities to collaborate with their schools to increase at home support, and advocate for high quality instruction.</p>		
1.4	Rocketship Reads	<p>Rocketship Los Suenos will implement a Rocketship Reads 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. For our emerging readers, we focus on Tier Two reading intervention and Guided Reading to build strong reading fluency and comprehension. For our more advanced readers, this includes engaging them in novel study and book clubs to build transferability and further conceptual understanding of genres. We will focus on developing students' growth mindsets and celebrating student growth.</p>	\$ 67,148	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	High Quality, Research-based Curriculum	<p>The RLS 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. RLS operates an inclusion model and therefore this core 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. RLS 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. For 24-25, we will continue the implementation of the math curriculum and k-2 reading begun in 23-24, and we plan to pilot a Tier 1 reading curriculum for grades 3-5.</p>	\$ 35,870	No
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2.2	Professional Development	<p>Professional Development is a critical component of the RLS program. We will continue to implement a comprehensive program of 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 will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs.</p> <p>Summer PD</p> <p>Each summer, RLS 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, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.</p> <p>Thursday PD</p> <p>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>Professional Development Fund</p> <p>RLS has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RLS 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.</p>	\$ 181,537	Yes
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2.3	Data Driven Instructional Practices	<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"> • At least one round of STEM cumulative assessment and Science interim • At least one round of Humanities interim • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS 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) • Initial and summative Alternative ELPAC for English Learners with severe cognitive disabilities <p>Following administration of each round of assessments, the teachers, Assistant Principal, and Principal at RLS 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>	\$ 61,867	Yes
2.4	Instructional Coaching	<p>The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RLS 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>	\$ 161,956	No

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that will provide staff with an Early Completion option and a traditional two year route to earning their Preliminary Credential. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 24-25 school year.	\$ 48,783 (Title I)	No
2.6	Culturally Responsive Pedagogy	RLS is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. 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.	\$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the "good repair" standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	84% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	90% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	85% Data Year: 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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3.1	Operations Staffing & Development	<p>Our school 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. Our BOM serves as safety lead for campus, planning and leading safety training 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.</p> <p>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.</p>	\$ 450,841	Yes
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3.2	Facilities Maintenance	<p>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>Our school 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> <p>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>	\$ 178,285	No
3.3	Safety Training	<p>We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.</p>	\$ 13,788	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their 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. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

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. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	83% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	All Students: 0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23			100% Data Year: 2025-26	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	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, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. 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.	\$ 108,966 (\$9,221 Title I)	Yes
4.2	Outdoor Education and Community Experiences	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 from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go 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.	\$ 24,848	Yes

4.3	Social Emotional Learning	<p>At Rocketship Los Sueños we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Los Sueños core values: respect, responsibility, persistence, empathy, and leadership. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.</p> <p>In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.</p>	\$ 99,438	No
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		<p>Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed.</p> <p>We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling 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.</p>		
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4.4	Care Corps	<p>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 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 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. We have expanded our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We conduct health screenings for all students, including vision, hearing, and dental. We partner with an outside organization to provide families with immunizations. We have four main initiatives:</p> <p>Food Distribution: We service 800 families every month across San Jose and East Bay.</p> <p>Pop Up Closet: Free clothing families can access either at food distribution sites or on campus.</p> <p>Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example).</p> <p>Health Screenings: The team of providers works 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 Schools program also includes a program to address chronic absenteeism.</p>	\$ 78,791	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

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. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	93.2% Data Year: 2023-24 (as of 3/29/24)	[Insert outcome here]	[Insert outcome here]	95% Data Year: 2026-27	[Insert current difference from baseline here]

5.2	<p>Chronic Absenteeism rate for all students and all significant subgroups</p> <p>Data Source: SIS Attendance Reports</p>	<p>All Students: 26.1%</p> <p>English Learners: 27.8%</p> <p>Low Income: 25.7%</p> <p>Students with Disabilities: 16.4 %</p> <p>Homeless: 34.5%</p> <p>Asian: 0.0%</p> <p>Hispanic/Latinx: 27.2%</p> <p>Data Year: 2023-24</p>	[Insert outcome here]	[Insert outcome here]	<p>All Students: 10%</p> <p>Data Year: 2026-27</p>	[Insert current difference from baseline here]
5.3	<p>% of parents are involved (% parents on track to complete participation hours)</p> <p>Data Source: Internal HelpCounter Data</p>	<p>98%</p> <p>Data Year 2023-24 (As of 5/3/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>90%</p> <p>Data Year 2026-27</p>	[Insert current difference from baseline here]
5.4	<p>% Home visits completed</p> <p>Data Source: Internal Data</p>	<p>98%</p> <p>Data Year 2023-24</p>			<p>95%</p> <p>Data Year 2026-27</p>	

5.5	<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p> <p>Data Source: Annual Parent Survey</p>	<p>89%</p> <p>Data Year 2023-24</p>			<p>90%</p> <p>Data Year 2026-27</p>	
5.6	<p>% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)</p> <p>Data Source: Annual Parent Survey</p>	<p>87%</p> <p>Data Year: 2023-24</p>			<p>85%</p> <p>Data Year 2026-27</p>	
5.7	<p>Portion of parents with input into decision making (Parent survey participation rate)</p> <p>Data Source: Internal Survey</p>	<p>92%</p> <p>Data Year: 2023-24</p>			<p>90%</p> <p>Data Year 2026-27</p>	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	Family Engagement	<p>We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including:</p> <p>Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year.</p> <p>Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party.</p> <p>Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders.</p> <p>Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.</p>	\$ 88,912	Yes
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	<p>Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement.</p> <p>College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.</p> <p>Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.</p>		
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5.2	Family Advocacy and Leadership	<p>In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond.</p> <p>Advocacy opportunities for all families include:</p> <p>School Site Council (SSC) and English Learner Advisory Committee (ELAC):</p> <p>SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners.</p> <p>Regional Advisory Board: 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> <p>California Leadership Organizing Committee (CLOC):</p> <p>The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.</p>	\$0	No
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5.3	School-Family Partnership	<p>Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents 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 parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums.</p> <p>Through the Care Corps program, schools 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>	\$ 53,141	No
5.4	Los Dichos	<p>Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the 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 or Vietnamese 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 Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.</p>	\$ 18,527	No

5.5	Attendance Initiatives	<p>We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I includes positive attendance incentives and daily contacts made for any absent students. Tier II supports begin once a student misses 2+ days within the week, with added outreach, action planning, and notifications provided. Tier III supports, which begin when a student is identified as chronically absent or truant, incorporate intensive supports and team-based monitoring that as needed can involve our formalized process of School Attendance Review Team (SART) potential referrals to our Regional Attendance Review Board (RARB). We work to ensure that our systems and process are followed with fidelity so that attendance barriers are addressed and families are equipped with resources to improve attendance.</p>	\$ 47,264	No
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Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 1,357,553	\$153,683

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.93%	0%	\$0	35.93%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.1 Personalized Learning</p> <p>1.4 Rocketship Reads</p> <p>2.1 Professional Development</p> <p>2.3 Data Driven Instructional Practices</p> <p>2.4 Instructional Coaching</p>	<p>In reviewing the 2023 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at yellow level for ELA (EL -56.1, SED -39.5) and Math (EL -40.7, SED -25.2). We had blue level performance in 2023 on the English Learner Progress Indicator, with 63% of students making progress towards English language proficiency. In 2023-24, our EL Reclassification rate was 4.9% as of 3/29/24. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.</p>	<p>Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship 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 Driven Instructional Practices provide high quality assessments and 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 instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math</p>	<p>1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate</p>
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		will benefit, they are LEA-wide actions.	
<p>3.1 Operations Staffing & Development 4.1 Enrichment 4.2 Field Trips</p>	<p>In 2023, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2024 survey results showed that 84% of students feel safe on campus and 83% of students feel connected to at least one staff member. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.</p>	<p>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, and progress yet to be made. Operations Staffing & Development is an action designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--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. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.</p>	<p>3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate</p>

5.1 Family Engagement	<p>Our 2024 survey and internal data showed that 89% of parents were satisfied with their school, 96% of parents were involved in their school, and 98% of families received home visits. 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.</p>	<p>A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all families will benefit, they are LEA-wide actions.</p>	<p>5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>
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Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Los Sueños Academy is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RLS does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

California Department of Education
November 2023

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,778,175	\$ 1,357,553	35.931%	0.000%	35.931%	\$ 1,359,180	0.000%	35.975%	Total:	\$ 1,359,180
								LEA-wide Total:	\$ 1,359,180
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RLS	\$ 222,326	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RLS	\$ 67,148	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RLS	\$ 181,537	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RLS	\$ 61,867	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RLS	\$ 161,956	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RLS	\$ 450,841	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RLS	\$ 99,744	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RLS	\$ 24,848	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RLS	\$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RLS	\$ 88,912	0.000%

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 3,778,175	\$ 1,357,553	35.931%	0.000%	35.931%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,687,528	\$ 546,916	\$ -	\$ 198,554	\$ 2,432,997.60	\$ 1,771,248	\$ 661,749

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Personalized Learning	[Input student group(s)]	Yes	LEA-wide	All	RLS	[Input time span]	\$ 249,034	\$ 80,173	\$ 222,326	\$ -	\$ -	\$ 106,880	\$ 329,207	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RLS	[Input time span]	\$ 199,900	\$ 151,391	\$ -	\$ 350,160	\$ -	\$ 1,131	\$ 351,291	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RLS	[Input time span]	\$ 11,222	\$ 21,316	\$ -	\$ -	\$ -	\$ 32,538	\$ 32,538	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RLS	[Input time span]	\$ 54,674	\$ 12,474	\$ 67,148	\$ -	\$ -	\$ -	\$ 67,148	0.000%
2	1	High quality, research-based curriculum	[Input student group(s)]	No	LEA-wide	[Input unduplicated student group(s)]	RLS	[Input time span]	\$ -	\$ 35,870	\$ 35,870	\$ -	\$ -	\$ -	\$ 35,870	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RLS		\$ 166,433	\$ 15,104	\$ 181,537	\$ -	\$ -	\$ -	\$ 181,537	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RLS		\$ 34,140	\$ 27,727	\$ 61,867	\$ -	\$ -	\$ -	\$ 61,867	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RLS		\$ 110,277	\$ 51,679	\$ 161,956	\$ -	\$ -	\$ -	\$ 161,956	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RLS		\$ -	\$ 48,783	\$ -	\$ -	\$ -	\$ 48,783	\$ 48,783	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RLS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RLS		\$ 450,841	\$ -	\$ 450,841	\$ -	\$ -	\$ -	\$ 450,841	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RLS		\$ -	\$ 178,285	\$ 178,285	\$ -	\$ -	\$ -	\$ 178,285	0.000%
3	3	Safety Training	All	No	LEA-wide		RLS		\$ 7,688	\$ 6,099	\$ 13,788	\$ -	\$ -	\$ -	\$ 13,788	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RLS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RLS		\$ 108,966	\$ -	\$ 99,744	\$ -	\$ -	\$ 9,221	\$ 108,966	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RLS		\$ -	\$ 24,848	\$ 24,848	\$ -	\$ -	\$ -	\$ 24,848	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	RLS		\$ 99,438	\$ -	\$ -	\$ 99,438	\$ -	\$ -	\$ 99,438	0.000%
4	4	Care Corps	All	No	LEA-wide		RLS		\$ 78,791	\$ -	\$ -	\$ 78,791	\$ -	\$ -	\$ 78,791	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RLS		\$ 81,412	\$ 7,500	\$ 88,912	\$ -	\$ -	\$ -	\$ 88,912	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RLS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RLS		\$ 53,141	\$ -	\$ 53,141	\$ -	\$ -	\$ -	\$ 53,141	0.000%
5	4	Los Dichos	All	No	LEA-wide		RLS		\$ 18,527	\$ -	\$ -	\$ 18,527	\$ -	\$ -	\$ 18,527	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RLS		\$ 46,764	\$ 500	\$ 47,264	\$ -	\$ -	\$ -	\$ 47,264	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,795,580.62	\$ 2,567,982.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Standards-Aligned Instruction & Materials	No	\$ 76,343	\$ 82,891
1	2	Personalized Learning	Yes	\$ 402,243	\$ 331,665
1	3	Special Education Supports	No	\$ 249,399	\$ 213,224
1	4	Services to Support Emerging Bilingual Students	No	\$ 34,632	\$ 31,408
1	5	Reading Engagement	Yes	\$ 3,770	\$ 3,581
2	1	Professional Development	Yes	\$ 181,565	\$ 189,721
2	2	Assessments	Yes	\$ 17,120	\$ 6,070
2	3	Data Days	Yes	\$ 39,871	\$ 40,683
2	4	Coaching	Yes	\$ 368,288	\$ 255,984
2	5	Teacher Credentialing	No	\$ 48,783	\$ 26,134
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 149,046
3	2	School Maintenance	No	\$ 123,277	\$ 113,759
3	3	Custodial Service and Supplies	No	\$ 69,800	\$ 69,800
3	4	Operations Specialists	Yes	\$ 289,204	\$ 193,557
4	1	Enrichment	Yes	\$ 500,426	\$ 607,735
4	2	Field Trips	Yes	\$ 40,130	\$ 44,848
4	3	Social Emotional Learning	Yes	\$ 22,722	\$ 15,155
4	4	CareCorp	No	\$ 82,930	\$ 73,074
5	1	Family Involvement	No	\$ 6,813	\$ 6,363
5	2	Family Outreach	Yes	\$ 9,432	\$ 9,905

5	3	School Leadership Team	No	\$ 104,079	\$ 102,194
5	4	Los Dichos	No	\$ 5,000	\$ 1,187

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,280,952	\$ 1,207,931	\$ 1,286,407	\$ (78,476)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Personalized Learning	Yes	\$ 230,430	\$ 279,891.05	0.00%	0.00%
1	5	Reading Engagement	Yes	\$ 3,770	\$ 1,456.96	0.00%	0.00%
2	1	Professional Development	Yes	\$ 159,282	\$ 189,721.09	0.00%	0.00%
2	2	Assessments	Yes	\$ 17,120	\$ 6,069.60	0.00%	0.00%
2	3	Data Days	Yes	\$ 34,534	\$ 40,682.97	0.00%	0.00%
2	4	Coaching	Yes	\$ 160,141	\$ 255,984.43	0.00%	0.00%
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 149,045.53	0.00%	0.00%
3	4	Operations Specialists	Yes	\$ 236,390	\$ 193,556.70	0.00%	0.00%
4	1	Enrichment	Yes	\$ 174,225	\$ 100,091.14	0.00%	0.00%
4	2	Field Trips	Yes	\$ 40,130	\$ 44,848.00	0.00%	0.00%
4	3	Social Emotional Learning	Yes	\$ 22,722	\$ 15,155.16	0.00%	0.00%
5	2	Family Outreach	Yes	\$ 9,432	\$ 9,904.73	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,557,360	\$ 1,280,952	0.00%	36.01%	\$ 1,286,407	0.00%	36.16%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

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 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

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

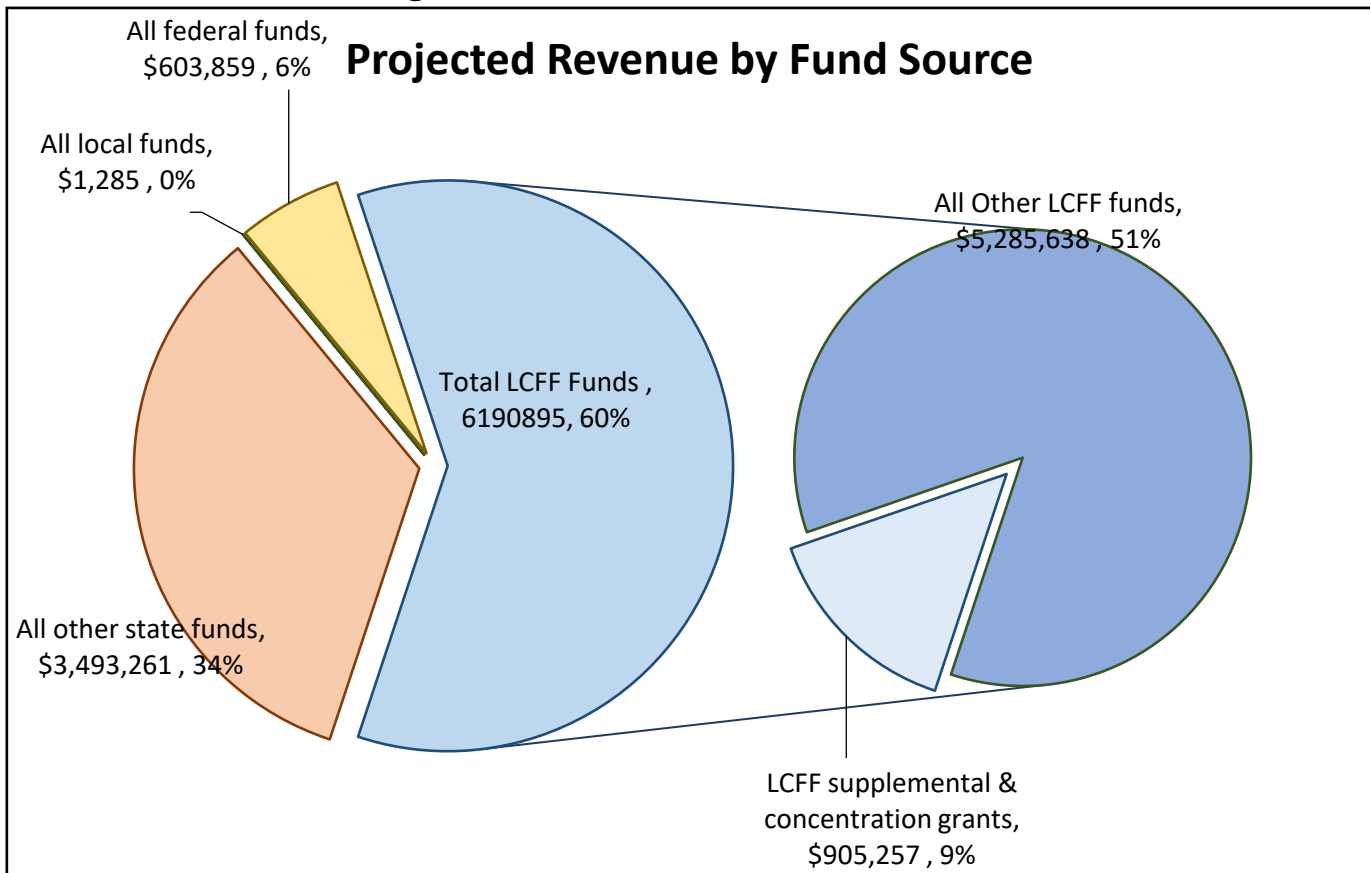
CDS Code: 43-10439-0113704

School Year: 2024-25

LEA contact information: Benjamin Carson 501-258-7831 bcarson@rsed.org

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 2024-25 School Year

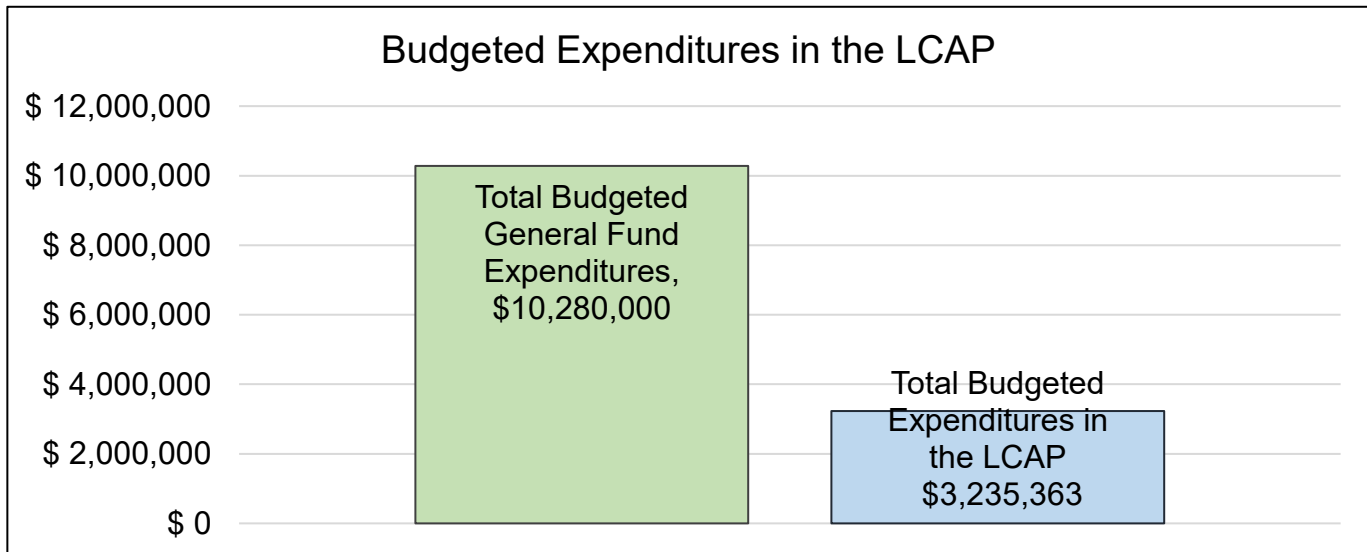


This chart shows the total general purpose revenue Rocketship Mateo Sheedy Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Mateo Sheedy Elementary is \$10,289,299.94, of which \$6,190,895.00 is Local Control Funding Formula (LCFF), \$3,493,260.90 is other state funds, \$1,285.00 is local funds, and \$603,859.03 is federal funds. Of the \$6,190,895.00 in LCFF Funds, \$905,257.00 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Mateo Sheedy Elementary plans to spend \$10,280,000.00 for the 2024-25 school year. Of that amount, \$3,235,362.94 is tied to actions/services in the LCAP and \$7,044,637.06 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

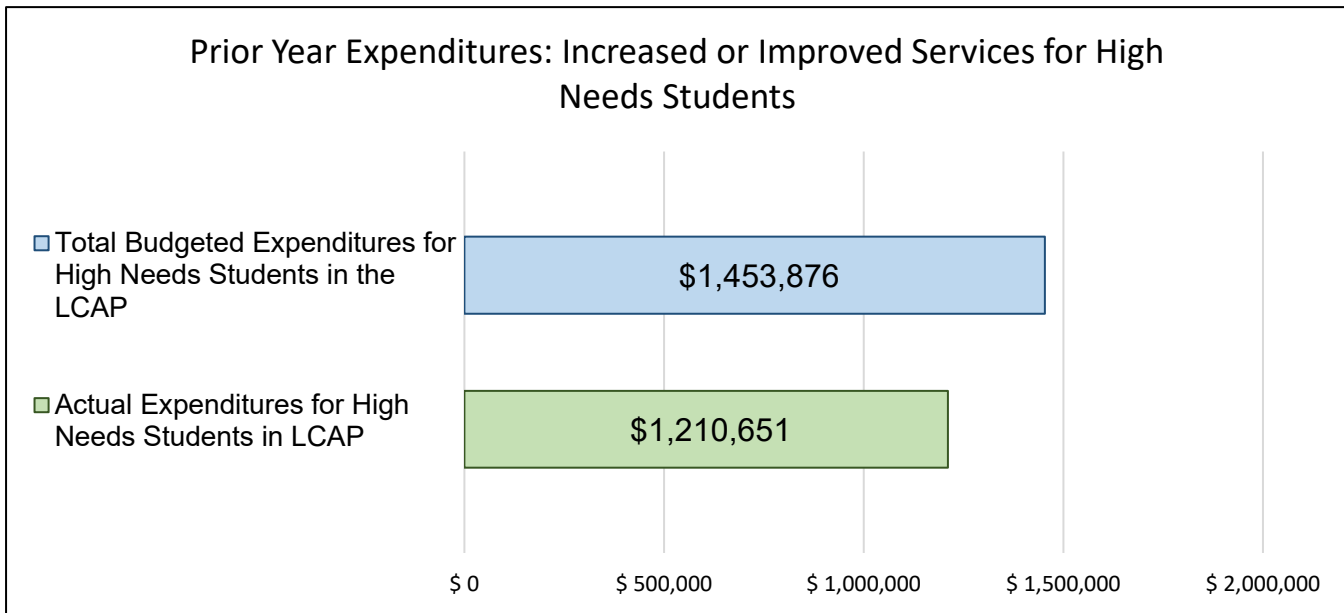
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Rocketship Mateo Sheedy Elementary is projecting it will receive \$905,257.00 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 \$1,764,196.68 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 2023-24



This chart compares what Rocketship Mateo Sheedy Elementary budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2023-24, Rocketship Mateo Sheedy Elementary's LCAP budgeted \$1,453,875.54 for planned actions to increase or improve services for high needs students. Rocketship Mateo Sheedy Elementary actually spent \$1,210,651.48 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$243,224.06 had the following impact on Rocketship Mateo Sheedy Elementary's ability to increase or improve services for high needs students:

The estimated actual LCFF Supplemental/Concentration grants total for 23-24 was \$843,147. Estimated actual expenditures for contributing actions were \$1,210,651. So although we did not spend the total amount we had planned (see material differences explanations), actions and services were implemented, and we spent more than the total received for the purpose of this requirement.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mateo Sheedy	Courtney English, Principal	mateosheedy@rsed.org ; (408) 268-3330

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. This broad goal addresses state priority 4-Pupil Achievement and 8-Other Pupil Outcomes.

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%	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 38.1% English Learners: 18.9% Low Income: 35.8% Students with Disabilities: 9.1 % Black or African American: 60.0% Hispanic/Latinx: 32.8%	2022-23 All Students: 40.5% English Learners: 18.1% Low Income: 39.3% Students with Disabilities: 9.5% Black or African American: 53.9% Hispanic/Latinx: 36.0%	63% Data Year: 2022-23 Data Source: CA Dashboard

			Data Source: Data Quest		
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	<p>2018-19</p> <p>All Students: 65%</p> <p>English Learners: 46.8%</p> <p>Low Income: 64.7%</p> <p>Students with Disabilities: 12%</p> <p>Asian: 100%</p> <p>Black or African American: 52.2%</p> <p>Hispanic/Latinx: 63.3%</p>	CAASPP was not administered in Spring 2021. See local assessment metric below.	<p>2021-22</p> <p>All Students: 43.3%</p> <p>English Learners: 23.2%</p> <p>Low Income: 39.9%</p> <p>Students with Disabilities: 9.1%</p> <p>Black or African American: 60.0%</p> <p>Hispanic/Latinx:39.0%</p> <p>Data Source: Data Quest</p>	<p>2022-23</p> <p>All Students: 42.6%</p> <p>English Learners: 27.1 %</p> <p>Low Income: 39.3%</p> <p>Students with Disabilities: 20.0%</p> <p>Black or African American: 65.4%</p> <p>Hispanic/Latinx: 37.4%</p> <p>Data Source: Data Quest</p>	<p>68%</p> <p>Data Year: 2022-23</p> <p>Data Source: CA Dashboard</p>
CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups	<p>2018-19</p> <p>All Students: 35.6%</p> <p>English Learners: 9.1%</p> <p>Low Income: 30.7%</p> <p>Hispanic/Latinx: 33.3%</p> <p>Data Source: Data Quest</p>	N/A	<p>2021-22</p> <p>All Students: 19.0%</p> <p>English Learners: 3.3%</p> <p>Low Income: 20.8%</p> <p>Hispanic/Latinx: 10.9%</p> <p>Data Source: Data Quest</p>	<p>2022-23</p> <p>All Students:35.8%</p> <p>English Learners: 6.3%</p> <p>Low Income: 32.7%</p> <p>Hispanic/Latinx: 36.4%</p> <p>Data Source: Data Quest</p>	<p>All Students: 40.6%</p> <p>English Learners: 40.6%</p> <p>Low Income: 40.6%</p> <p>Students with Disabilities: 40.6%</p> <p>Asian: 40.6%</p> <p>Black or African American: 40.6%</p> <p>Hispanic/Latinx: 40.6%</p> <p>Data Year: 2022-23</p> <p>Data Source: Data Quest</p>

Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.36 Data Source: NWEA MAP	1.04 Years Data Year: 2021-22 Data Source: NWEA MAP	1.21 Years Data Year: 2022-23 Data Source: NWEA MAP	1.09 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.35 Data Source: NWEA MAP	1.05 Years Data Year: 2021-22 Data Source: NWEA MAP	1.14 Years Data Year: 2022-23 Data Source: NWEA MAP	1.14 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 39% Data Source: CA Dashboard	49.3% Scoring Level 3 or 4 on ELPAC (2019-20 ELPAC test suspended due to COVID, no prior year score for ELPI calculations) Data Year: 2020-21 Data Source: DataQuest	2021-22: 28% Data Source: CA Dashboard	2022-23: 43% Data Source: CA Dashboard	High (Green) on current status of dashboard 55% Data Source: CA Dashboard
EL Reclassification Rate	2019-20: 9.8% Data Source: CA Dashboard	5.8% (As of 4/15/22) Data Year: 2021-22 Data Source: SIS Demographics 0.4%	2% Data Year: 2022-23 (as of 3/15/23) Data Source: SIS Demographics	6.1% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Demographics	15% Data Year: 2023-24 Data Source: SIS Demographics

		(due to COVID assessment and instruction interruptions) Data Year: 2020-21 Data Source: DataQuest			
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Goal Analysis

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.

All Goal 1 actions were implemented as planned except: In 1.4 Services to Support Emerging Bilingual Students, we did not implement the support plan framework for newcomers. However, we differentiated our curriculum for newcomers, and we provided p.d. for our teachers on newcomer strategies. In 1.5 Reading and STEM Engagement, we used DIBELS instead of STEP to assess reading. Successes and Challenges: In 1.1 Common Core-Aligned Instruction & Materials, we adopted a new curriculum for math and for reading. The math curriculum is conceptually based, and the reading program is based on the science of reading. The adoption has been a success. A related challenge has been, given the new curriculum, how we personalize instruction for students. We reflected mid-year on our implementation and made some adjustments to small-group instruction and student 1-to-1 coaching. In 1.1, we successfully worked to personalize learning within the context of our newly adopted external curriculum. For both math and ELA, we used practices similar to our approaches in the past, reading—previewing the lesson and identifying key levers in the structure to maximize, noticing student trends, reflecting on historical data to inform instructional adjustments—i.e. from whole group to small group, and tailoring lessons to small group needs—adjusting timing or bringing in scaffolds or practice, and then also extending when needed for more advanced students. In 1.2 Personalized Learning, we are in Year 1 implementation of a new district curriculum. A success was that all teachers and leaders received professional development on the new curriculum and are implementing year one. A related challenge we anticipate is the need for support beyond year one, and we are considering how to develop additional professional development for continued support of the implementation and rollout. In 1.3 Special Education Supports, we had success in gathering cross discipline/provider aligned recommendations for students to ensure all providers are working on the full picture for increased student achievements. A related challenge has been the need for cross discipline/team assessment calendars. At times it is difficult to align all providers on a date. In 1.4 Services to Support Emerging Bilingual Students, a success to celebrate is that not only is designated ELD happening with fidelity, but based on school site observation and network observation data, it is occurring with higher quality instruction than ever before, responding to our focus on Principle 2 of the EL Roadmap. In addition to observation data, our Multilingual Learner leads, the school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the programs on their campuses. In terms of challenges for 1.4, we had planned a rollout of universal strategies to support Tier One instruction. Regional observation showed it was not a strong rollout, and we can do better next year. We plan to either go back to GLAD (Guided Language Acquisition Design) strategies implementation, which is more familiar, or to increase focus on implementation roll out for universal strategies. In 1.5 Reading and STEM Engagement, we had much success. We have seen integration of reading into our SEL. All students are taking books home daily. We devote one morning per week to Drop Everything and Read (DEAR). Families have taken the opportunity to learn about what students are learning in their classes on a weekly basis. We held a community meeting promoting math fluency. We did one in 23-24 and hope to do more next year. In terms of challenges in 1.5, it's been trickier to identify specific skill gaps and proficiency levels, but we have changed the way we think about fluency in that it's more integrated into the daily lesson. We are now building foundational skills through core lessons for the day.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.2 Personalized Learning, there was a material difference (-\$152,364) because fewer tutors were hired compared to plan due to staffing shortages.

In 1.3 Special Education Supports, there was a material difference (\$317,537) due to increased need for special education contractors due to staffing shortages. Contractors are more expensive than hiring internal staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 1.1 Common Core-aligned instruction & materials, 1.2 Personalized Learning, 1.3 Special Education Supports, and 1.5 Love of Reading Campaign actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we approached our targets. Although we see growth, there is a bigger learning gap due to the pandemic that we will continue working to address. We began implementing new curricula for reading and math in 2023-24. In the curriculum rollout, under Action 1.1, our goal for this year was to know we are implementing with fidelity. We expect to see and evaluate the results after a full year of implementation. Our internal data points for this year are around implementation, which is positive. We are planning for further implementation support in the 24-25 school year as well.

In 1.4 Services to Support Emerging Bilingual Learners, our annual goal is for 15% of students to meet all required criteria for reclassification each year. We also strive for at least 55% of students to demonstrate progress on the English Learner Progress Indicator (ELPI). In 2023, we had 43% of students making progress in the English Learner Progress Indicator. In 2023-24, we had a reclassification rate of 6.1% Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer. But our internal observation data on implementation of ELD shows the highest quality implementation yet. Based on this information, we believe the action toward the goal was somewhat effective. In order to accelerate progress, we plan to continue this work and to either increase the focus on universal strategies for Tier One instruction or return to GLAD strategies implementation, which is under consideration.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. In 1.1 and 1.2, we added information about the adoption and implementation of a new Tier 2 Intervention curriculum. In 1.4 we added information on our ELD implementation for 24-25 within the context of a multi-year focus on the EL Roadmap. In 1.5 we changed the title to align with current initiatives.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

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% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
Number/% of total and EL teachers credentialed & properly assigned	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
% of adopted standards including ELD standards implemented	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 2 actions were implemented as planned except, in 2.2 Assessments, the first two bullet points did happen as planned, but we now use the term state test primer instead of interim assessments, and we used DIBELS instead of STEP and Fountas and Pinnel in order to better align to our curriculum. Successes and Challenges: In 2.1 Professional Development, a success was that our P.D. directly supported implementation of the new curriculum across all spaces. We partnered with external organizations to make this come to life. We held a mix of school-based and network regional p.d. In 2.1, a challenge was in differentiating for teachers, given we were all starting with the new curriculum (so that new vs. experienced teachers all had the same p.d.). One of the greatest successes in 2.2 Assessment was that we had highly experienced internal ELPAC proctors through strong staff retention. This was a great benefit for our students. In 2.2 Assessment, we wish we could have more internal proctors, but we do still have to use some external proctors. In 2.3 Data Days, our data analysis has led to gains in % of students on track in reading levels and to increases in end of unit module assessments as well. In 2.3 Data Days, it was challenging to adapt to some of the new reporting structures with the new curriculum, which reports would be most useful to incorporate. Our reading assessment, mCLASS, tracks across major skills, but doesn't give us specifics to the letter, so we learned we had to supplement. In 2.4 Coaching, we successfully leveraged regional cluster common planning to bring together grade levels. We also held successful leadership development clinics for site leaders to opt into. Additionally, we found success in the creation of a core block coaching look-fors playbook to guide coaching. In 2.4 Coaching, it was a challenge to adjust our intellectual prep structures to account for teachers' increased need for time to internalize new curriculum. In 2.5 Credentialing, We have seen many of our teachers pass their required tests and continue to support staff still working to meet program enrollment requirements. In terms of challenges, we have determined that National University is not the optimal partner for our Intern teachers. We will be directing new staff that require program enrollment to Reach University instead. In 2.6 Culturally Responsive Pedagogy, we saw success in holding in person Los Dichos to bring in families to read with students on a monthly basis. We also held academic community meetings to unpack the curriculum, discuss progress with families, and align on strategies to support our Rocketeers. We found success in providing windows and mirrors for Rocketeers through our classroom libraries and text selection. In 2.6 Culturally Responsive Pedagogy, a challenge was in adjusting to find high leverage places for personalization and modification for our new curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.2 Assessments, there was a material difference (\$23,521) because of increased expenses due to additional substitutes for testing.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. We combined the previous Assessment and Data Days actions into 2.2 Data Driven Instructional Practices to better capture the data cycle. In 2.4 we updated the description to reflect our new partnership with Reach University and our work to strengthen our internal career pathway, also in partnership with Reach. In 2.5, we updated the description to more succinctly reflect our ongoing implementation of culturally responsive pedagogical practices.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

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 Data Year: 2019-20 Data Source: Local Indicators	Met Data Year: 2020-21 Data Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.	83% Data Year: 2021-22 Data Source: Internal Survey	79% Data Year: 2022-23 Data Source: Internal Survey	79% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey

% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.	86% Data Year: 2021-22 Data Source: Annual Parent Survey	81% Data Year: 2022-23 Data Source: Annual Parent Survey	93% Data Year: 2023-24 Data Source: Annual Parent Survey	85% Data Year: 2023-24 Data Source: Annual Parent Survey
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Goal Analysis

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.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Business Operations Manager, based on our internal metrics for operations systems, we improved operations significantly this year. Highlights of this success include improvements in safety, joy, and efficiency at recess. We also received positive feedback on our dropoff and pick up procedures. There is a community based effort to bring a city sponsored crossing guard in front of our school. In 3.2 School Maintenance, this year we expanded our network team for facilities maintenance. Although we successfully added one staff member, we struggled to fill the third role, which impacted our ability to address all needs in the most expeditious manner possible. Our site operational staff roles were well staffed. Also in 3.2 School Maintenance, we successfully installed systems for checking identification of visitors, improving safety on campus.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.4 Operations Specialists there was a material difference (-\$67,367) because fewer Operations Specialists were hired due to challenges hiring and retaining staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The School Maintenance action was effective as evidenced by the Do facilities meet the “good repair” standard: Met.
The Business Operations Manager, Custodial Services & Supplies, and Operations Specialists actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 79% and % of families feel campus is safe: 93%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work.

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.

In 3.1 we updated the action to include the Operations Specialist role in addition to the Business Operations Manager. In 3.2 we added janitorial services to the description so the action will encompass maintenance and janitorial. In 3.3, we shifted the focus from janitorial services to safety trainings. In 3.4 we shifted the focus to describe systems of staff development and continuous improvement in operations.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 4

Goal #	Description
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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. This broad goal addresses state priorities 3-Parent Engagement; 5-Student Engagement; 6-School Climate; and 7-Course Access.

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	80% Data Year: 2021-22 Data Source: Internal Survey	80% Data Year: 2022-23 Data Source: Internal Survey	82% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	81% Data Year: 2020-21 Data Source: Annual Parent Survey	81% Data Year: 2021-22 Data Source: Annual Parent Survey	86% Data Year: 2022-23 Data Source: Annual Parent Survey	86% Data Year: 2023-24 Data Source: Annual Parent Survey	85% Data Year: 2023-24 Data Source: Annual Parent Survey
Portion of parents with input into decision making (Parent survey participation rate)	100% Data Year: 2020-21 Data Source: Internal Survey	61% Data Year: 2021-22 Data Source: Internal Survey	78% Data Year: 2022-23 Data Source: Internal Survey	95% Data Year: 2023-24 Data Source: Internal Survey	90% Data Year: 2023-24 Data Source: Internal Survey
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All Students: 8.7% English Learners: 7% Low Income: 9.6%	All Students: 39.4% English Learners: 39.7%	All Students: 33.3% English Learners: 31.8%	All Students: 20.0% English Learners: 20.4%	Original Desired Outcome: 9% Adjusted Desired Outcome:

	<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> <p>Data Source: SIS Attendance Reports</p>	<p>Low Income: 41.3%</p> <p>Students with Disabilities: 40.5%</p> <p>Asian: 31.0%</p> <p>Black or African American: 25.4%</p> <p>Hispanic/Latinx: 42.9%</p> <p>White: 30.8%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Attendance Reports</p>	<p>Low Income: 31.2%</p> <p>Students with Disabilities: 40.0%</p> <p>Homeless: 35.2%</p> <p>Asian: 42.3%</p> <p>Black or African American: 21.7%</p> <p>Hispanic/Latinx: 35.1%</p> <p>White: 26.7%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p> <p>Data Source: SIS Attendance Reports</p>	<p>Low Income: 21.2%</p> <p>Students with Disabilities: 16.3%</p> <p>Homeless: 29.2%</p> <p>Asian: 16.7%</p> <p>Black or African American: 9.1%</p> <p>Hispanic/Latinx: 22.1%</p> <p>White: 0.0%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Attendance Reports</p>	<p>(adjustment made due to reflection on Year 1 data)</p> <p>All Students: 10%</p> <p>English Learners: 10%</p> <p>Low Income: 10%</p> <p>Students with Disabilities: 10%</p> <p>Homeless: 10%</p> <p>Asian: 10%</p> <p>Black or African American: 10%</p> <p>Hispanic/Latinx: 10%</p> <p>White: 10%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Attendance Reports</p>
<p>Suspension rate for all students and all significant subgroups</p>	<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>All Students: 0.0%</p> <p>English Learners: 0.5%</p> <p>Low Income: 0.0%</p> <p>Students with Disabilities: 0.0%</p>	<p>All Students: 0%</p> <p>English Learners: 0%</p> <p>Low Income: 0%</p> <p>Students with Disabilities: 0%</p>	<p>All Students: 0%</p> <p>English Learners: 0%</p> <p>Low Income: 0%</p> <p>Students with Disabilities: 0%</p>	<p>All Students: 0.5%</p> <p>English Learners: 0.5%</p> <p>Low Income: 0.5%</p> <p>Students with Disabilities: 0.5%</p>

	<p>Black or African American: 0%</p> <p>Hispanic/Latinx: 1.2%</p> <p>Data Source: SIS Discipline Reports</p>	<p>Asian: 0.0%</p> <p>Black or African American: 0.0%</p> <p>Hispanic/Latinx: 0.0%</p> <p>White: 0.0%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Discipline Reports</p>	<p>Black or African American: 0%</p> <p>Hispanic/Latinx: 0 %</p> <p>Data Year: 2022-23 (as of 4/7/23)</p> <p>Data Source: SIS Attendance Reports</p>	<p>Black or African American: 0%</p> <p>Hispanic/Latinx: 0%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Attendance Reports</p>	<p>Asian: 0.5%</p> <p>Black or African American: 0.5%</p> <p>Hispanic/Latinx: 0.5%</p> <p>White: 0.5%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Discipline Reports</p>
Expulsion rate for all students and all significant subgroups	<p>2018-19: 0%</p> <p>Data Source: SIS Discipline Reports</p>	<p>0%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Discipline Reports</p>	<p>All Students: 0%</p> <p>English Learners: 0%</p> <p>Low Income: 0%</p> <p>Students with Disabilities: 0%</p> <p>Black or African American: 0 %</p> <p>Hispanic/Latinx: 0%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p> <p>Data Source: SIS Attendance Reports</p>	<p>All Students: 0%</p> <p>English Learners: 0%</p> <p>Low Income: 0%</p> <p>Students with Disabilities: 0 %</p> <p>Black or African American: 0%</p> <p>Hispanic/Latinx: 0%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Attendance Reports</p>	<p>0%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Discipline Reports</p>
Average Daily Attendance	<p>2018-19: 95.8</p> <p>Data Source: SIS Attendance Reports</p>	<p>90.6</p> <p>Data Year: 2021-22 (as of 4/15/22)</p>	<p>91.7%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p>	<p>93.4%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p>	<p>95%</p> <p>Data Year: 2023-24</p>

		Data Source: SIS Attendance Reports	Data Source: SIS Attendance Reports	Data Source: SIS Attendance Reports	Data Source: SIS Attendance Reports
% of students with access to a broad course of study, including unduplicated students and students with exceptional needs	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, we had a high enrichment teacher retention rate, suggesting teacher satisfaction. We offered PE, art, and science. In 4.2 Field Trips, we successfully had every single 4th and 5th grade cohort at each RPS campus attend science camp this year. We had many successes in 4.4 Care Corps. Our reach of families has grown threefold this year across the network. We have been able this year to increase our caseloads to 15 families per school, every nine weeks, serving those with the most severe needs and high chronic absenteeism. Care Corps is integrated with the attendance escalation process, in collaboration with the Regional Attendance Review Board. Across our 13 CA schools, we serve close to 585 families served per year through case management care coordination services. Staff had weekly check-ins with parents, offered community referrals to organizations to meet needs, referred as needed and paid registration to Parent Project (a series of helpful parent workshops offered through the District Attorney office). Care Corps partnered with our school leadership team to share student progress and provide feedback to leverage support of all stakeholders on campus and communicate how they can additionally support, especially when attendance was affected. One big challenge we experienced in 4.4 Care Corps is that there is a high emotional toll on our team when community partners have insufficient resources to help our students. It is very difficult, when we see that families are living in a car, in a tent, doubled, or tripled up in housing, and we are faced with the lack of housing options in the community to help them. Often this year we found that shelters had wait lists, there were no more hotel vouchers available, and hotline for referrals had a two-week waitlist. Another challenge has been helping parents to ask for resources to meet their own needs which would facilitate care coordination services for the entire family.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 Enrichment, there was a material difference (\$252,103) because after school programming expenses were higher vs. plan.

In 4.2 Field Trips, there was a material difference (\$35,530) because Science camp expenses were higher vs. what was initially planned.

In 4.3 Social Emotional Learning, there was a material difference (-\$6,915) because expenses were below plan due to changes in staffing plans, resulting in fewer expenses for the school based social emotional learning consultants and interventionists. Rocketship instead hired regional Wellness Teachers and Counselors.

In 4.4 Care Corps, there was a material difference (-\$9,856) because Care Corp compensation expenses differed from what was planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (82%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Field Trips actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by Average Daily Attendance (93.4%), by Chronic Absenteeism rate for all students and all significant subgroups (20.0% overall), and by 86% of parents who report feeling connected (As measured by parent survey question, "My Rocketship school has a strong and committed community that actively

encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–95%). Although the ADA is lower and Chronic absenteeism much higher than in a typical pre-pandemic year, the pandemic continues to bring unprecedented challenges to attendance, and we see from our growth that the actions made a big difference in supporting attendance despite this challenge.

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.

In 4.4 we updated the Care Corps description to include the initiatives begun under our Community Schools program.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priority 3-Parent Engagement.

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)	88% Data Year 2020--21 Data Source: Internal HelpCounter Data	49% Data Year 2021-22 (As of 4/22/22) Data Source: Internal HelpCounter Data	85% Data Year 2022-23 (As of 4/14/23) Data Source: Internal HelpCounter Data	88% Data Year 2023-24 (As of 5/3/24) Data Source: Internal HelpCounter Data	90% Data Year 2023--24 Data Source: Internal HelpCounter Data
% Home visits completed	95% Data Year 2020-21 Data Source: Internal Data	99% Data Year 2021-22 Data Source: Internal Data	89% Data Year 2022-23 Data Source: Internal Data	92% Data Year 2023-24 Data Source: Internal Data	95% Data Year 2023-24 Data Source: Internal Data

% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	86% Data Year 2020--21 Data Source: Annual Parent Survey	85% Data Year 2021-22 Data Source: Annual Parent Survey	81% Data Year 2022-23 Data Source: Annual Parent Survey	88% Data Year 2023-24 Data Source: Annual Parent Survey	90% Data Year 2023-24 Data Source: Annual Parent Survey
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Goal Analysis

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.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1, we had success in surveying families during the summer and then again in Spring to find out what families would like to have in terms of family engagement events. Conducting two surveys instead of the usual one survey allowed for schools to receive feedback, implement it, and seek additional feedback. Based on this data, we implemented cultural celebrations, including celebrations of Hispanic Heritage, Lunar New Year, and Black History. Our priority this year was engaging families through different processes and systems, and our cultural celebrations were a big part of this. We also offered a Zoom option for Cafecitos, and we held some hybrid academic family meetings, which provided additional flexibility for families. We surveyed families on whether orientation was a meaningful experience, and satisfaction was high, another success in family engagement. In 5.1, a challenge we are considering is how to make sure that all of our families are able to come to the events. We wish to engage more of the families that need the most support--for example, families of students that are truant or chronically absent, and not just the same already involved families. In 5.3, a challenge continues to be finding sufficient time for home visits since we are once again doing fully in-person home visits. In 5.4 Los Dichos, we have had successful family outreach and participation across our Rocketship schools. Across all 13 schools, we've averaged about ~3 family members per classroom and this exceeds our goal of 2 family members per classroom. We had over 3,600 volunteers between September and March so far! We've improved our curriculum to ensure that all books are accessible in Spanish and Vietnamese (vs Spanish only in the past) to reflect the primary home languages spoken in our schools. A success was the inclusion of a broad range of family members in the program--grandpas, cousins, aunts, uncles. It was a meaningful experience for everyone, and especially for families who could engage in their primary language. In 5.5 Los Dichos, our increased family engagement has made finding space to hold trainings at our school sites sometimes challenging. We need to work with school leaders to ensure our training space is large enough to hold all family participants. Some schools have higher parent turnout than others, we want to support all schools to have consistent family readers each month. It's challenging for our working parents to get to Los Dichos since they are held during weekdays.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.4 Los Dichos there was a material difference (-\$3,600) because funds were budgeted in case expenses materialized. This is primarily a volunteer program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent involvement and Los Dichos were somewhat effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (88%).

Parent Outreach was effective as evidenced by % Home visits completed (92%)

School Leadership Team was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (88%).

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.

We reorganized our actions within Goal 5 to better align with the facets of our family engagement initiatives. We also added an Attendance Initiatives action to communicate the important work being done to increase or maintain high attendance and reduce chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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, Principal	mateosheedy@rsed.org ; (408) 268-3330

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 493 students in grades TK-5. Approximately 77.1% of the students are socioeconomically disadvantaged, 7.7% are Homeless Youth, 57.8% are English learners, 77.9% are Hispanic/Latinx, 13.2% are African American, and 4.5% are Asian. Additionally, 7.3% of students qualify for special education services.

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 be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RMS has identified a success in Suspension Rate Overall (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

RMS has identified a success in Mathematics (Green, -21.3). We will build on this success by implementing action 1.1 Personalized Learning.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

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.

Rocketship Mateo Sheedy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Mateo Sheedy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Mateo Sheedy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	<p>The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RMS based on the CA School Dashboard for 2023 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP input and consultation on 10/17/23, 12/7/23, 2/13/24, . Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. We conducted an RCAB meeting on 5/13/24 to gather more community partner feedback and collaboration around how Care Corps can best support attendance and reduce chronic absenteeism. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 6/4/24.</p> <p>Our board meets quarterly 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 29, 2024. The LCAP was adopted on June 16, 2024.</p>
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings, monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (5/14/24), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 4-27).
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (March 4-8).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goal 1:

In our Services to Support Multilingual Learners (Action 1.4), we received feedback from our multilingual families on the need to increase program awareness for families, beginning with what is the process for identifying multilingual families and then what supports are in place

and available for multilingual students, and actions that families can take at home to support their student. As a result of this feedback, we added ELAC ambassadors--a parent representative in the SSC for multilingual families (see Action 5.2 Family Advocacy and Leadership). In 1.4 Services to Support Emerging Bilingual Students, our Multilingual Learner leads, school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the Designated English Language Development programs on their campuses, supporting the effectiveness of this action.

Goal 2:

In High Quality Research Based Curriculum (Action 2.1), we received positive feedback from teachers regarding the extensive resources that come with the new ELA and Math curriculum. Similarly, families appreciate the robust family resources, including communications and videos. Students have shared that they like the use of manipulatives in math learning, and they appreciate the additional time in small group instruction they receive under the new curriculum. Based in part on this feedback, we will be continuing to utilize the new curriculum and look forward to year two of implementation, and we plan to pilot a Tier 1 curriculum for grades 3-5 in hopes that it will have similarly positive results. In 2.2 Professional Development, we received teacher feedback that our new curriculum requires more time for staff planning and preparation. We shifted our schedule to allow for teacher planning time afterschool. This was much appreciated. We received teacher feedback pointing to the need to change our teacher preparation program partner (Action 2.5 Teacher Credentialing). We received input from our school leaders, teachers, and staff on the effectiveness of our assessments (2.3 Data Driven Instructional Practices). They are very happy with the high retention of assessment proctors, leading to increased familiarity and stronger skills and knowledge base. We heard similar input from our Multilingual Learner leads. We also got feedback from ETS and our state success agent that we have improved in our implementation. We attribute this success to having in-person training and practice on the technical aspects of the administration. Teachers have appreciated the shorter amount of time it takes to administer reading assessment and the increase in rigor aligned to Common Core of our math assessments. SSC members noted that RMS students are taught by high quality teachers and have access to rigorous Common Core standards, supporting the effectiveness of Goal 2 actions.

Goal 3:

Based on staff and family feedback, we improved significantly this year in our Operations. Highlights of this success include improvements in safety, joy, and efficiency at recess. Based on this feedback, we plan to continue implementing the actions of Goal 3. SSC members noted that the school is welcoming and safe for all students, supporting the effectiveness of the actions in Goal 3. They also noted that monthly safety drills are going well, supporting the effectiveness of 3.3 Safety Training.

Goal 4:

In action 4.1 Enrichment, SSC members noted they are very happy that students have enrichment classes (Science and Art), supporting the effectiveness of this action. The Care Corps team continually seeks input from families on any help needed in meeting basic needs, and family input continues to show a great need among families for services such as food, shelter, medical, and other resources. In response, we expanded our Care Corps program and integrated the Community Schools program with it so that we can support more families with wrap-around services (Care Corps Action 4.4).

Goal 5:

During the implementation of the new Math and Reading curriculum described in Goal 1, Action 1, we heard from families that although there is much they appreciate about the program, some of the content is taught in ways different than they learned it. To address this, we're having academic community meetings about the curriculum and sharing ways parents can support students at home, as part of Family Engagement (Action 5.1). SSC members noted that RMS families are engaged in student achievement and engagement, supporting the effectiveness of

5.1 In 23-24 we added a fall mini-survey in addition to our annual Spring family survey. Our intent was to get feedback after the first 30 days of the school year and be able to make timely adjustments before surveying again in Spring. The valuable feedback received led to several plan improvements. First, we plan to continue the fall mini-survey as part of our family engagement. Additionally, we learned that orientation was a meaningful experience for our families, so we plan to continue this event. Next, in asking what additional family engagement events they would like to have, we learned that families would like to have cultural celebrations. We implemented many cultural celebrations throughout the year and plan to continue these in the coming year, based on positive family feedback (Action 5.1 Family Engagement). In 5.2 Family Advocacy and Leadership, we have seen two examples of the effectiveness of this action---1)our families rallied around the desire to have a crossing guard in front of our school and are pursuing this need through the city, and 2)families expressed the desire (as did students) for different lunch options, and as a result we have selected a new provider for the coming year.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

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. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	<p>CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: Data Quest</p>	<p>All Students: 40.5%</p> <p>English Learners: 18.1%</p> <p>Low Income: 39.3%</p> <p>Students with Disabilities: 9.5%</p> <p>Black or African American: 53.9%</p> <p>Hispanic/Latinx: 36.0%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>45%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]
1.2	<p>CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: Data Quest</p>	<p>All Students: 42.6%</p> <p>English Learners: 27.1 %</p> <p>Low Income: 39.3%</p> <p>Students with Disabilities: 20.0%</p> <p>Black or African American: 65.4%</p> <p>Hispanic/Latinx: 37.4%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>48%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]

1.3	<p>CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: Data Quest</p>	<p>All Students:35.8%</p> <p>English Learners: 6.3%</p> <p>Low Income: 32.7%</p> <p>Hispanic/Latinx: 36.4%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>41%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]
1.4	<p>Avg Growth Years for Reading on NWEA (K-2)</p> <p>Data Source: NWEA MAP</p>	<p>1.09 Years</p> <p>Data Year: 2023-24</p>			<p>1.2 Years</p> <p>Data Year: 2026-27</p>	
1.5	<p>Avg Growth Years for Math on NWEA (K-2)</p> <p>Data Source: NWEA MAP</p>	<p>1.14 Years</p> <p>Data Year: 2023-24</p>			<p>1.2 Years</p> <p>Data Year: 2026-27</p>	
1.6	<p>English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))</p> <p>Data Source: CA Dashboard</p>	<p>2022-23: 43%</p>			<p>55%</p> <p>Data Year: 2025-26</p>	

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	6.1% Data Year: 2023-24 (as of 3/29/24)			15% Data Year: 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Personalized Learning	<p>RMS's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Title I funds are used for tutors and teacher assistants who provide small group instruction during the school day in order to fill learning gaps and accelerate learning. 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 Intervention 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 classroom 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 students in Special Education.</p> <p>We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 24-25, we will be in year two of implementing a new Humanities/ELA intervention curriculum. Participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-4 students.</p> <p>Title I Evidence-Based Strategies</p>	<p>\$ 554,490 (\$171,534 Title I)</p>	Yes
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		<p>The Personalized Learning action, as described above, combines adaptive intervention curriculum for learning acceleration with high quality tutoring in a small group setting. These evidence-based educational strategies are designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards. During learning lab time, all students utilize adaptive online learning platforms to fill gaps and accelerate learning. Title I-funded tutors pull small groups of students for tutoring based on assessment data, targeting students most in need of academic support, including low income students, English learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.</p>		
1.2	Special Education Supports	<p>Although RMS runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. 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>	\$ 566,600	No

1.3	Services to Support Multilingual Students	<p>Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to grade 5. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year.</p> <p>Last year 23-24, we built on EL Roadmap Principle 1 and focused on EL Roadmap Principle 2 by investing in intellectual quality of instruction and meaningful access, which included embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helped us identify opportunities to elevate our practices and innovate in services of educational equity.</p> <p>To amplify the implementation of Integrated ELD, we used "Universal Strategies" to provide access to content. Designated ELD focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons were differentiated for newcomers. Teachers also increased their knowledge on newcomers strategies through campus held professional development and modules.</p> <p>We invested in formative assessment to monitor progress towards both of our program goals, making progress towards English proficiency and mastery of grade level standards. We measured student progress in Lexia English (units and levels) to ensure that students stay on track to achieve their ELPAC growth goals. In addition to Lexia English, we used formative assessments aligned to the ELD standards such as piloting the ELPAC Interim Assessments (Writing Domain only in non standardized testing) to measure movement along the language proficiency continuum.</p>	\$ 37,632	No
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		<p>In 24.25 we will continue to build on EL Roadmap Principle 2 by continuing to explicitly teach ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We will revamp our rollout plan for Universal Strategies to strategically respond to the needs of all campuses and provide resources and support for its integration in all learning spaces, and/or elevate teacher practice on GLAD strategies through professional development and coaching support. We will continue to invest in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice.</p> <p>In engaging families of multilingual learners and strengthening our schools' partnership with them, our school will continue to elect an ELAC Ambassador to represent multilingual learners in SSC and other spaces. To develop their knowledge on the multilingual learners program, ELAC Ambassadors will meet three times a year and attend walkthroughs on campus to observe instruction, including social emotional learning. During SSC/ELAC meetings, ELAC Ambassadors will lead the conversation with schools on multilingual learners support and achievement. They will have multiple opportunities to collaborate with their schools to increase at home support, and advocate for high quality instruction.</p>		
1.4	Rocketship Reads	Rocketship Mateo Sheedy will implement a Rocketship Reads 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 DIBELS reading assessments, and incorporating reading into social emotional learning. We will engage parents in the reading campaign to make sure that students are able to practice at school and at home.	\$ 90,131	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.2	Number/% of total and EL teachers credentialed & properly assigned Internal Staffing Data Tracker	100% Data Year: 2022-23 Data Source:	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26 Data Source:	[Insert current difference from baseline here]
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	High Quality, Research-based Curriculum	<p>The RMS 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. RMS operates an inclusion model and therefore this core 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. RMS 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. For 24-25, we will continue the implementation of the math curriculum and k-2 reading begun in 23-24, and we plan to pilot a Tier 1 reading curriculum for grades 3-5.</p>	\$ 42,703	No
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2.2	Professional Development	<p>Professional Development is a critical component of the RMS program. We will continue to implement a comprehensive program of 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 will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs.</p> <p>Summer PD</p> <p>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, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.</p> <p>Thursday PD</p> <p>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>Professional Development Fund</p> <p>[School] 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.</p>	\$ 215,764	Yes
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2.3	Data Driven Instructional Practices	<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"> • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS 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) • Initial and summative Alternative ELPAC for English Learners with severe cognitive disabilities <p>Following administration of each round of end-of-unit 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>	\$ 83,361	Yes
2.4	Instructional Coaching	<p>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. Teachers also engage in content-focused coaching in like content groups. 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>	\$ 223,254	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that will provide staff with an Early Completion option and a traditional two year route to earning their Preliminary Credential. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 24-25 school year.	\$ 31,783	No
2.6	Culturally Responsive Pedagogy	RMS is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. 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.	\$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the "good repair" standard iAuditor Internal Data	100% Data Year: 2022-23 Data Source:	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26 Data Source:	[Insert current difference from baseline here]
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	79% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	93% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	85% Data Year: 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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3.1	Operations Staffing & Development	<p>Our school 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. Our BOM serves as safety lead for campus, planning and leading safety training 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.</p> <p>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.</p>	\$ 421,150	Yes
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3.2	Facilities Maintenance	<p>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>Our school 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> <p>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>	\$ 268,367	No
3.3	Safety Training	<p>We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.</p>	\$ 19,142	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their 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. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

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. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	82% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Attendance Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Attendance Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23			100% Data Year: 2025-26	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	<p>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, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. 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.</p>	\$ 175,815	Yes
4.2	Outdoor Education and Community Experiences	<p>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 from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go 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.</p>	\$ 69,410	Yes

4.3	Social Emotional Learning	<p>At Rocketship Mateo Sheedy we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Mateo Sheedy core values: respect, responsibility, persistence, and empathy. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.</p> <p>In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.</p>	\$ 140,030	No
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		<p>Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed.</p> <p>We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling 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.</p>		
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4.4	Care Corps	<p>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 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 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. We have expanded our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We conduct health screenings for all students, including vision, hearing, and dental. We partner with an outside organization to provide families with immunizations. We have four main initiatives:</p> <p>Food Distribution: We service 800 families every month across San Jose and East Bay.</p> <p>Pop Up Closet: Free clothing families can access either at food distribution sites or on campus.</p> <p>Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example).</p> <p>Health Screenings: The team of providers works 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 Schools program also includes a program to address chronic absenteeism.</p>	\$ 78,791	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

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. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	93.4% Data Year: 2023-24 (as of 3/29/24)	[Insert outcome here]	[Insert outcome here]	95% Data Year: 2026-27	[Insert current difference from baseline here]

5.2	<p>Chronic Absenteeism rate for all students and all significant subgroups</p> <p>Data Source: SIS Attendance Reports</p>	<p>All Students: 20%</p> <p>English Learners: 20.4%</p> <p>Low Income: 21.2%</p> <p>Students with Disabilities: 16.3%</p> <p>Homeless: 29.2%</p> <p>Asian: 16.7%</p> <p>Black or African American: 9.1%</p> <p>Hispanic/Latinx: 22.1%</p> <p>White: 0.0%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>All Students: 10%</p> <p>Data Year: 2026-27</p>	[Insert current difference from baseline here]
5.3	<p>% of parents are involved (% parents on track to complete participation hours)</p> <p>Data Source: Internal HelpCounter Data</p>	<p>88%</p> <p>Data Year 2023-24 (As of 5/3/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>90%</p> <p>Data Year 2026-27</p>	[Insert current difference from baseline here]

5.4	<p>% Home visits completed</p> <p>Data Source: Internal Data</p>	<p>92%</p> <p>Data Year 2023-24</p>			<p>95%</p> <p>Data Year 2026-27</p>	
5.5	<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p> <p>Data Source: Annual Parent Survey</p>	<p>88%</p> <p>Data Year 2023-24</p>			<p>88%</p> <p>Data Year 2026-27</p>	
5.6	<p>% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)</p> <p>Data Source: Annual Parent Survey</p>	<p>86%</p> <p>Data Year: 2023-24</p>			<p>85%</p> <p>Data Year 2026-27</p>	

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	95% Data Year: 2023-24			90% Data Year 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	Family Engagement	<p>We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including:</p> <p>Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year.</p> <p>Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party.</p> <p>Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders.</p> <p>Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.</p>	\$ 102,357	Yes
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Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement.

College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.

Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.

5.2	Family Advocacy and Leadership	<p>In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond.</p> <p>Advocacy opportunities for all families include:</p> <p>School Site Council (SSC) and English Learner Advisory Committee (ELAC):</p> <p>SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners.</p> <p>Regional Advisory Board: 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> <p>California Leadership Organizing Committee (CLOC):</p> <p>The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.</p>	\$0	No
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5.3	School-Family Partnership	<p>Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents 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 parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums.</p> <p>Through the Care Corps program, schools 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>	\$ 50,828	No
5.4	Los Dichos	<p>Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the 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 or Vietnamese 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 Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.</p>	\$ 18,527	No

5.5	Attendance Initiatives	<p>We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I includes positive attendance incentives and daily contacts made for any absent students. Tier II supports begin once a student misses 2+ days within the week, with added outreach, action planning, and notifications provided. Tier III supports, which begin when a student is identified as chronically absent or truant, incorporate intensive supports and team-based monitoring that as needed can involve our formalized process of School Attendance Review Team (SART) potential referrals to our Regional Attendance Review Board (RARB). We work to ensure that our systems and process are followed with fidelity so that attendance barriers are addressed and families are equipped with resources to improve attendance.</p>	\$ 45,229	No
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Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 905,257	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.13%	0%	\$0	17.13%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.1 Personalized Learning</p> <p>1.4 Rocketship Reads</p> <p>2.1 Professional Development</p> <p>2.3 Data Driven Instructional Practices</p> <p>2.4 Instructional Coaching</p>	<p>In reviewing the 2023 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at orange level for ELA (EL -51.9, SED -38.4) and Math (EL -37, SED -31.8). We had yellow level performance in 2023 on the English Learner Progress Indicator, with 44% of students making progress towards English language proficiency. In 2023-24, our EL Reclassification rate was 6.1% as of 3/29/24. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.</p>	<p>Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship 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 Driven Instructional Practices provide high quality assessments and 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 instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math</p>	<p>1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate</p>
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		will benefit, they are LEA-wide actions.	
3.1 Operations Staffing & Development 4.1 Enrichment 4.2 Field Trips	In 2023, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2024 survey results showed that 79% of students feel safe on campus and 82% of students feel connected to at least one staff member. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	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, and progress yet to be made. Operations Staffing & Development is an action designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--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. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	<p>Our 2024 survey and internal data showed that 88% of parents were satisfied with their school, 88% of parents were involved in their school, and 92% of families received home visits. 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.</p>	<p>A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all families will benefit, they are LEA-wide actions.</p>	<p>5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>
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Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

California Department of Education
November 2023

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,285,638	\$ 905,257	17.127%	0.000%	17.127%	\$ 1,764,197	0.000%	33.377%	Total:	\$ 1,764,197
								LEA-wide Total:	\$ 1,764,197
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RMS	\$ 382,956	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RMS	\$ 90,131	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RMS	\$ 215,764	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RMS	\$ 83,361	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RMS	\$ 223,254	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RMS	\$ 421,150	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RMS	\$ 175,815	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RMS	\$ 69,410	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RMS	\$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RMS	\$ 102,357	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,275,428.09	\$ 3,645,759.32

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Standards-Aligned Instruction & Materials	No	\$ 106,660	\$ 101,661
1	2	Personalized Learning	Yes	\$ 610,490	\$ 458,126
1	3	Special Education Supports	No	\$ 251,163	\$ 568,700
1	4	Services to Support Emerging Bilingual Students	No	\$ 37,108	\$ 34,456
1	5	Reading Engagement	Yes	\$ 5,082	\$ 4,828
2	1	Professional Development	Yes	\$ 204,284	\$ 196,269
2	2	Assessments	Yes	\$ 18,251	\$ 41,772
2	3	Data Days	Yes	\$ 43,636	\$ 43,619
2	4	Coaching	Yes	\$ 312,220	\$ 316,839
2	5	Teacher Credentialing	No	\$ 31,783	\$ 28,837
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 118,859
3	2	School Maintenance	No	\$ 162,978	\$ 166,088
3	3	Custodial Service and Supplies	No	\$ 120,334	\$ 120,334
3	4	Operations Specialists	Yes	\$ 352,700	\$ 285,333
4	1	Enrichment	Yes	\$ 630,989	\$ 883,092
4	2	Field Trips	Yes	\$ 33,880	\$ 69,410
4	3	Social Emotional Learning	Yes	\$ 23,893	\$ 16,978
4	4	CareCorp	No	\$ 82,930	\$ 73,074
5	1	Family Involvement	No	\$ 8,782	\$ 8,093
5	2	Family Outreach	Yes	\$ 9,432	\$ 10,245

5	3	School Leadership Team	No	\$ 104,079	\$ 97,747
5	4	Los Dichos	No	\$ 5,000	\$ 1,400

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$843,147	\$ 1,453,876	\$ 1,210,651	\$ 243,224	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Personalized Learning	Yes	\$ 299,327	\$ 305,444.41	0.00%	0.00%
1	5	Reading Engagement	Yes	\$ 5,082	\$ 5,073.25	0.00%	0.00%
2	1	Professional Development	Yes	\$ 193,142	\$ 162,350.49	0.00%	0.00%
2	2	Assessments	Yes	\$ 18,251	\$ 41,772.21	0.00%	0.00%
2	3	Data Days	Yes	\$ 40,967	\$ 35,495.19	0.00%	0.00%
2	4	Coaching	Yes	\$ 208,147	\$ -	0.00%	0.00%
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 118,859.44	0.00%	0.00%
3	4	Operations Specialists	Yes	\$ 269,700	\$ 285,332.51	0.00%	0.00%
4	1	Enrichment	Yes	\$ 232,300	\$ 159,691	0.00%	0.00%
4	2	Field Trips	Yes	\$ 33,880	\$ 69,410.00	0.00%	0.00%
4	3	Social Emotional Learning	Yes	\$ 23,893	\$ 16,977.81	0.00%	0.00%
5	2	Family Outreach	Yes	\$ 9,432	\$ 10,245.28	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,831,233	\$ 843,147	0.00%	17.45%	\$ 1,210,651	0.00%	25.06%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

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 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Mosaic Elementary

CDS Code: 43-69450-0123299

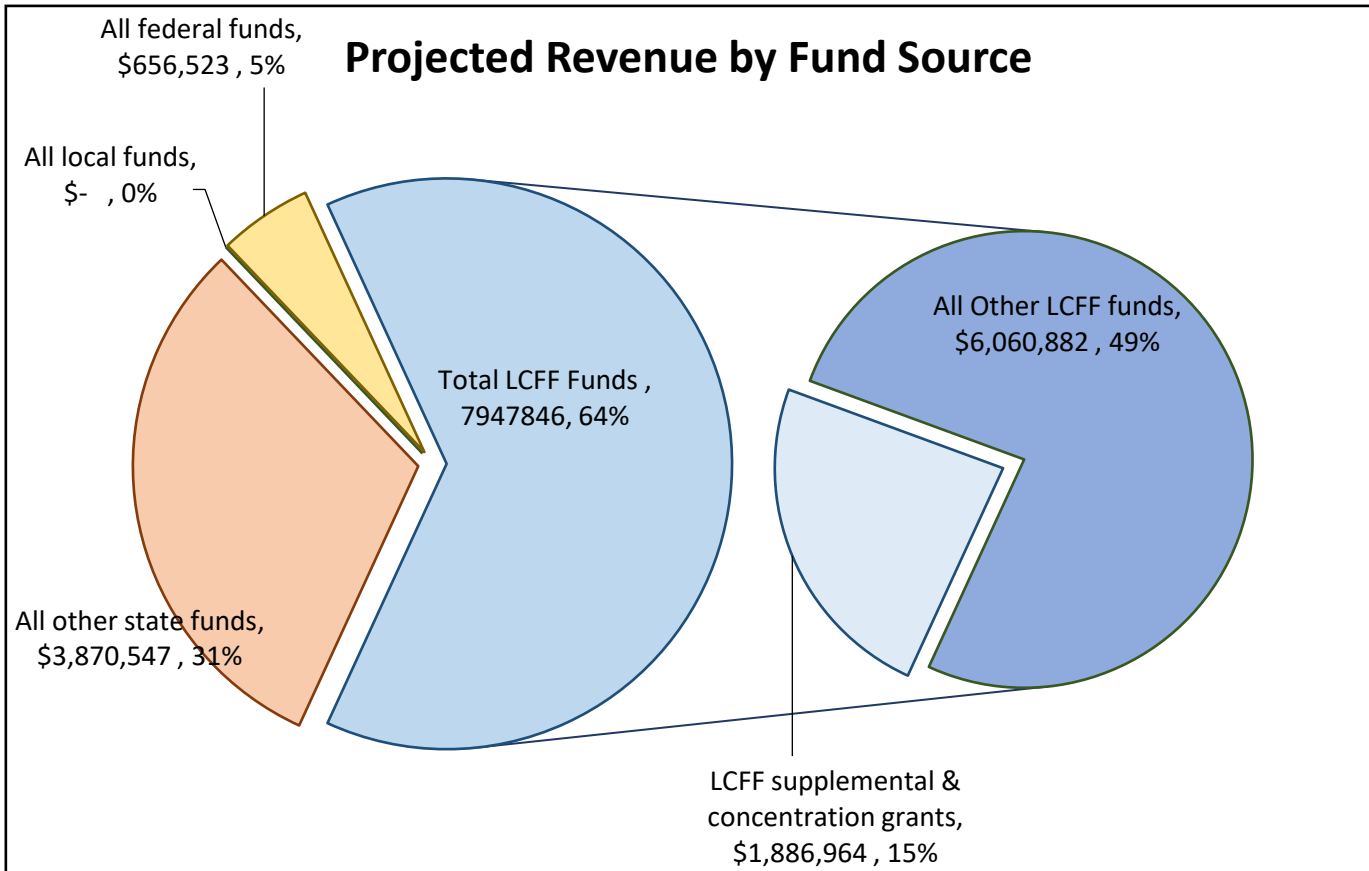
School Year: 2024-25

LEA contact information: Benjamin Carson 501-258-7831 bcarson@rsed.org

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 2024-25 School Year

Projected Revenue by Fund Source

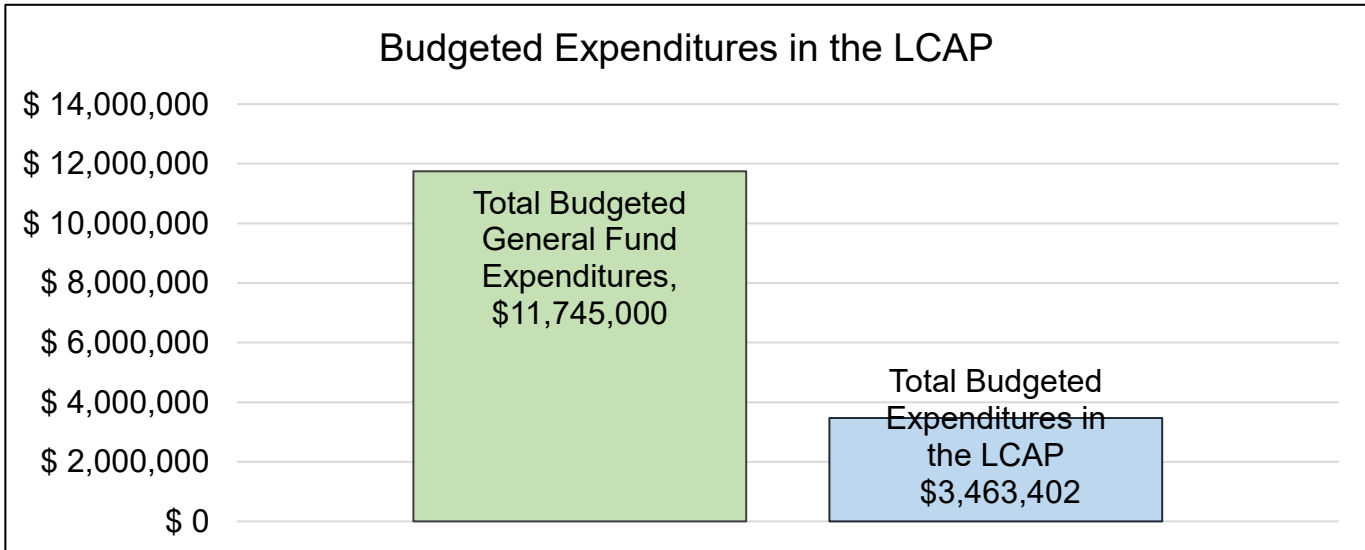


This chart shows the total general purpose revenue Rocketship Mosaic Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Mosaic Elementary is \$12,474,915.43, of which \$7,947,846.00 is Local Control Funding Formula (LCFF), \$3,870,546.55 is other state funds, \$0.00 is local funds, and \$656,522.88 is federal funds. Of the \$7,947,846.00 in LCFF Funds, \$1,886,964.00 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 Mosaic Elementary plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Mosaic Elementary plans to spend \$11,745,000.00 for the 2024-25 school year. Of that amount, \$3,463,402.07 is tied to actions/services in the LCAP and \$8,281,597.93 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

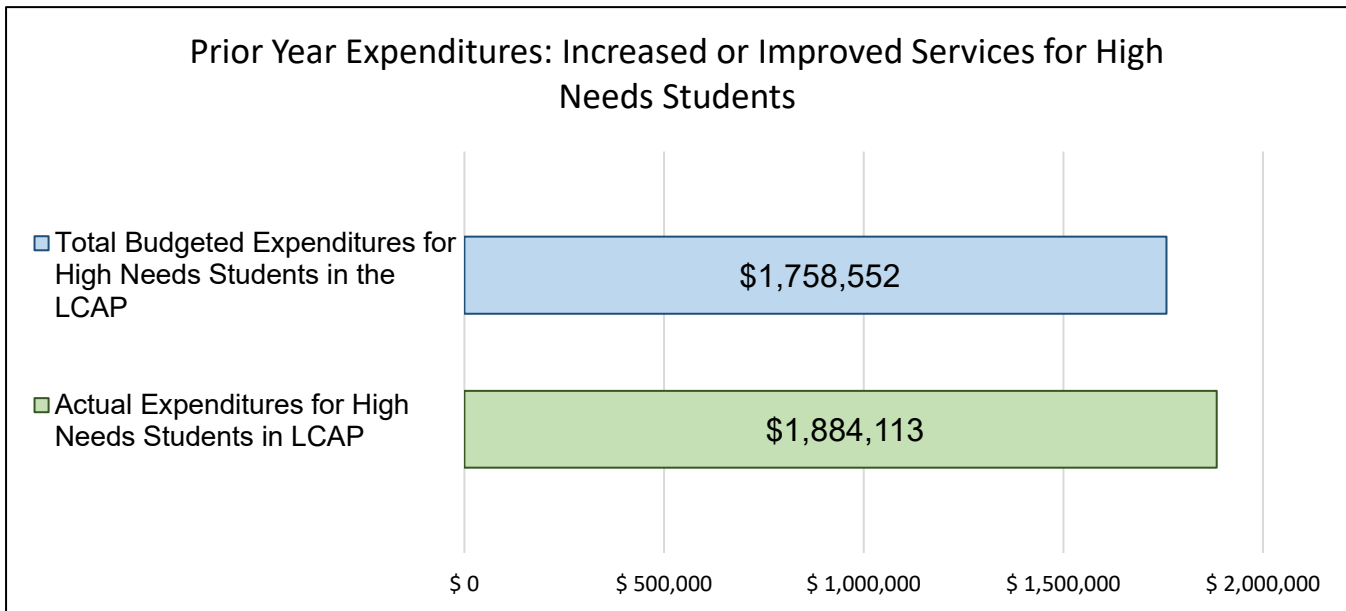
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Rocketship Mosaic Elementary is projecting it will receive \$1,886,964.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Mosaic Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Mosaic Elementary plans to spend \$1,913,907.29 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 2023-24



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

The text description of the above chart is as follows: In 2023-24, Rocketship Mosaic Elementary's LCAP budgeted \$1,758,551.52 for planned actions to increase or improve services for high needs students. Rocketship Mosaic Elementary actually spent \$1,884,113.18 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mosaic Elementary	Taylor Stern, Principal	mosaic@rsed.org ; 408-899-2607

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. This broad goal addresses state priority 4-Pupil Achievement and 8-Other Pupil Outcomes.

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: 63.3% English Learners: 33.3% Low Income: 59.9% Students with Disabilities: 26.9% Asian: 81.6% Hispanic/Latinx: 49.6%	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 55.7% English Learners: 34.1% Low Income: 49.1% Students with Disabilities: 10.0% Asian: 75.2% Hispanic/Latinx: 33.6%	2022-23 All Students: 54.6% English Learners: 30.7% Low Income: 47.8% Students with Disabilities: 13.9% Asian: 74.8% Hispanic/Latinx: 34.1%	68% Data Year: 2022-23 Data Source: CA Dashboard

	Data Source: CA Dashboard		Data Source: CA Dashboard	Data Source: CA Dashboard	
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 72.7% English Learners: 51.4% Low Income: 70.3% Students with Disabilities: 30.8% Asian: 90.8% Hispanic/Latinx: 58.8% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 59.6% English Learners: 39.6% Low Income: 54.8% Students with Disabilities: 29.0% Asian: 80.9% Hispanic/Latinx: 37.6% Data Source: CA Dashboard	2022-23 All Students: 60.3% English Learners: 39.4% Low Income: 51.9% Students with Disabilities: 19.4% Asian: 82.9% Hispanic/Latinx: 39.1% Data Source: CA Dashboard	76% Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 42.9% English Learners: 20.0% Low Income: 42.3% Asian: 57.9% Hispanic/Latinx: 31.8% Data Source: Data Quest	N/A	2021-22 All Students: 17.9% English Learners: 0.0% Low Income: 5.6% Hispanic/Latinx: 0.0% Data Source: Data Quest	2022-23 All Students: 31.6% English Learners: 0.0% Low Income: 28.1% Hispanic/Latinx: 19.2% Data Source: Data Quest	All Students: 47.9% English Learners: 47.9% Low Income: 47.9% Students with Disabilities: 47.9% Asian: 47.9% Black or African American: 47.9% Hispanic/Latinx: 47.9% Data Year: 2022-23 Data Source: Data Quest

Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.3 Data Source: NWEA MAP	1.3 Years Data Year: 2021-22 Data Source: NWEA MAP	1.01 Years Data Year: 2022-23 Data Source: NWEA MAP	1.29 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.55 Data Source: NWEA MAP	1.3 Years Data Year: 2021-22 Data Source: NWEA MAP	1.2 Years Data Year: 2022-23 Data Source: NWEA MAP	1.45 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 35% Data Source: CA Dashboard	65.6% Scoring Level 3 or 4 on ELPAC (2019-20 ELPAC test suspended due to COVID, no prior year score for ELPI calculations) Data Year: 2020-21 Data Source: DataQuest	2021-22: 37% Data Source: CA Dashboard	2022-23: 42% Data Source: CA Dashboard	High (Green) on current status of dashboard 55% Data Year: 2022-23 Data Source: CA Dashboard
EL Reclassification Rate	2019-20: 7.4% Data Source: CA Dashboard	15.6% (As of 4/15/22) Data Year: 2021-22 Data Source: SIS Demographics 0.3% (2019-20 ELPAC test suspended due to	9% (as of 4/7/23) Data Year: 2022-23 Data Source: SIS Demographics	8.5% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Demographics	15% Data Year: 2023-24 Data Source: SIS Demographics

		COVID, no prior year score for ELPI calculations) Data Year: 2020-21 Data Source: DataQuest			
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Goal Analysis

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.

All Goal 1 actions were implemented as planned except, in 1.4 Services to Support Emerging Bilingual Students, we did not implement the support plan framework for newcomers. However, we differentiated our curriculum for newcomers, and we provided p.d. for our teachers on newcomer strategies. Successes and Challenges: In 1.1 Common Core-Aligned Instruction & Materials, we adopted a new curriculum for math and for reading. The math curriculum is conceptually based, and the reading program is based on the science of reading. The adoption has been a success. A related challenge has been, given the new curriculum, how we personalize instruction for students. We reflected mid-year on our implementation and made some adjustments to small-group instruction and student 1-to-1 coaching. In order to continue personalizing instruction while implementing a new curriculum, we have successfully differentiated lower phonics between students below or far below grade level vs. students who are at or above. We figured out how to provide more time for reading instruction across all levels. We hold small group math instruction based on need daily. We have a reading interventionist who pulls small groups for reading. We work closely with our teachers to analyze all our Tier I instruction data and respond in the moment or in the future, depending on the data. In 1.2 Personalized Learning, we are in Year 1 implementation of a new district curriculum. A success was that all teachers and leaders received professional development on the new curriculum and are implementing year one. A related challenge we anticipate is the need for support beyond year one, and we are considering how to develop additional professional development for continued support of the implementation and rollout. In 1.3 Special Education Supports, we had success in gathering cross discipline/provider aligned recommendations for students to ensure all providers are working on the full picture for increased student achievements. A related challenge has been the need for cross discipline/team assessment calendars. At times it is difficult to align all providers on a date. In 1.4 Services to Support Emerging Bilingual Students, a success to celebrate is that not only is designated ELD happening with fidelity, but based on school site observation and network observation data, it is occurring with higher quality instruction than ever before, responding to our focus on Principle 2 of the EL Roadmap. In addition to observation data, our Multilingual Learner leads, the school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the programs on their campuses. In terms of challenges for 1.4, we had planned a rollout of universal strategies to support Tier One instruction. Regional observation showed it was not a strong rollout, and we can do better next year. We plan to either go back to GLAD (Guided Language Acquisition Design) strategies implementation, which is more familiar, or to increase focus on implementation roll out for universal strategies. In 1.5 Reading Engagement, we successfully spent an hour everyday doing small group reading instruction, where many good reading habits were prevalent. During this year, students have had more time at the table with their teacher than we ever have. This is because we have had more staff doing small group instruction than we ever have. The biggest challenge has been, with the adoption of a new reading curriculum, making sure we understood how to get the right books in the right kids' hands. We figured it out, but it took us longer to get going than we ordinarily would like.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.1, Common-Core aligned instruction and materials, there was a material difference (-\$32,249) because core curriculum expenses were lower than planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 1.1 Common Core-aligned instruction & materials, 1.2 Personalized Learning, 1.3 Special Education Supports, and 1.5 Love of Reading Campaign actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we exceeded our target in Math and Reading; Our mid year reading NWEA growth was highest it has been since 2015, with 1.38 years' growth predicted. CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we approached our targets. We continue to focus on our multilingual learners. We are pleased to note that our mid-year NWEA growth across student groups is on par with growth for all students. This shows we are closing the gap for 2024, suggesting shifts we made based on 2023 data are working well.

We began implementing new curricula for reading and math in 2023-24. In the curriculum rollout, under Action 1.1, our goal for this year was to know we are implementing with fidelity. We expect to see and evaluate the results after a full year of implementation. Our internal data points for this year are around implementation, which is positive. We are planning for further implementation support in the 24-25 school year as well.

In 1.4 Services to Support Emerging Bilingual Learners, our annual goal is for 15% of students to meet all required criteria for reclassification each year. We also strive for at least 55% of students to demonstrate progress on the English Learner Progress Indicator (ELPI). In 2023, we had 42% of students making progress in the English Learner Progress Indicator. In 2023-24, we had a reclassification rate of 8.5% Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer. But our internal observation data on implementation of ELD shows the highest quality implementation yet. Based on this information, we believe the action toward the goal was somewhat effective. In order to accelerate progress, we plan to continue this work and to either increase the focus on universal strategies for Tier One instruction or return to GLAD strategies implementation, which is under consideration.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. In 1.1 and 1.2, we added information about the adoption and implementation of a new Tier 2 Intervention curriculum. In 1.4 we added information on our ELD implementation for 24-25 within the context of a multi-year focus on the EL Roadmap. In 1.5 we changed the title to align with current initiatives.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

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% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
Number/% of total and EL teachers credentialed & properly assigned	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
% of adopted standards including ELD standards implemented	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 2 actions were implemented as planned except, in 2.2 Assessments, the first two bullet points did happen as planned, but we now use the term state test primer instead of interim assessments, and we used DIBELS instead of STEP and Fountas and Pinnel in order to better align to our curriculum. Successes and Challenges: In 2.1 Professional Development, a success was that our P.D. directly supported implementation of the new curriculum across all spaces. We partnered with external organizations to make this come to life. We held a mix of school-based and network regional p.d. In 2.1, a challenge was in differentiating for teachers, given we were all starting with the new curriculum (so that new vs. experienced teachers all had the same p.d.). One of the greatest successes in 2.2 Assessment was that we had highly experienced internal ELPAC proctors through strong staff retention. This was a great benefit for our students. In 2.2 Assessment, we wish we could have more internal proctors, but we do still have to use some external proctors. In 2.3 Data Days, our data analysis has led to gains in % of students on track in reading levels and to increases in end of unit module assessments as well. In 2.3 Data Days, it was challenging to adapt to some of the new reporting structures with the new curriculum, which reports would be most useful to incorporate. Our reading assessment, mCLASS, tracks across major skills, but doesn't give us specifics to the letter, so we learned we had to supplement. In 2.4 Coaching, we successfully leveraged regional cluster common planning to bring together grade levels. We also held successful leadership development clinics for site leaders to opt into. Additionally, we found success in the creation of a core block coaching look-fors playbook to guide coaching. In 2.4 Coaching, it was a challenge to adjust our intellectual prep structures to account for teachers' increased need for time to internalize new curriculum. At the same time, we had a third assistant principal this year, allowing for better prioritization of content coaching than in past years. In 2.5 Credentialing, We have seen many of our teachers pass their required tests and continue to support staff still working to meet program enrollment requirements. In terms of challenges, we have determined that National University is not the optimal partner for our Intern teachers. We will be directing new staff that require program enrollment to Reach University instead. In 2.6 Culturally Responsive Pedagogy, we saw success in holding in person Los Dichos to bring in families to read with students on a monthly basis. We also held academic community meetings to unpack the curriculum, discuss progress with families, and align on strategies to support our Rocketeers. We found success in providing windows and mirrors for Rocketeers through our classroom libraries and text selection. In 2.6 Culturally Responsive Pedagogy, a challenge was in adjusting to find high leverage places for personalization and modification for our new curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.2 Assessments, there was a material difference (-\$13,728) because fewer testing substitutes were needed vs. initial plan. In 2.5 Teacher Credentialing there was a material difference (-\$8,625) because of fewer credentialing expenses due to teacher staffing shortages and lesser need vs. initial plan.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials

provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. We combined the previous Assessment and Data Days actions into 2.2 Data Driven Instructional Practices to better capture the data cycle. In 2.4 we updated the description to reflect our new partnership with Reach University and our work to strengthen our internal career pathway, also in partnership with Reach. In 2.5, we updated the description to more succinctly reflect our ongoing implementation of culturally responsive pedagogical practices.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

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 Data Year: 2019-20 Data Source: Local Indicators	Met Data Year: 2020-21 Data Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators

<p>% of students feel safe on campus (As measured by student survey)</p>	<p>No 2020-21 data due to pandemic school closure</p>	<p>87% Data Year: 2021-22 Data Source: Internal Survey</p>	<p>81% Data Year: 2022-23 Data Source: Internal Survey</p>	<p>80% Data Year: 2023-24 Data Source: Internal Survey</p>	<p>75% Data Year: 2023-24 Data Source: Internal Survey</p>
<p>% of families feel campus is safe (As measured by family survey)</p>	<p>No 2020-21 data due to pandemic school closure</p>	<p>93% Data Year: 2021-22 Data Source: Annual Parent Survey</p>	<p>83% Data Year: 2022-23 Data Source: Annual Parent Survey</p>	<p>87% Data Year: 2023-24 Data Source: Annual Parent Survey</p>	<p>85% Data Year: 2023-24 Data Source: Annual Parent Survey</p>

Goal Analysis

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.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Business Operations Manager, based on our internal metrics for operations systems, we improved operations significantly this year. Highlights of this success include improvements in safety, joy, and efficiency at recess. In 3.2 School Maintenance, this year we expanded our network team for facilities maintenance. Although we successfully added one staff member, we struggled to fill the third role, which impacted our ability to address all needs in the most expeditious manner possible.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.1 Business Operations Manager there was a material difference (\$16,993) because salary differed from original budget. In 3.3 Custodial services and supplies, there was a material difference (\$27,382), with costs being higher than initially planned due to hiring contracted costs this year, and additional cleaning and disinfecting.
In 3.4 Operations Specialists there was a material difference (\$154,458) due to additional operations support needed, and hourly rates higher than planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The School Maintenance action was effective as evidenced by the Do facilities meet the “good repair” standard: Met.
The Business Operations Manager, Custodial Services & Supplies, and Operations Specialists actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 80% and % of families feel campus is safe: 87%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work.

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.

In 3.1 we updated the action to include the Operations Specialist role in addition to the Business Operations Manager. In 3.2 we added janitorial services to the description so the action will encompass maintenance and janitorial. In 3.3, we shifted the focus from janitorial services to safety trainings. In 3.4 we shifted the focus to describe systems of staff development and continuous improvement in operations.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 4

Goal #	Description
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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. This broad goal addresses state priorities 3-Parent Engagement; 5-Student Engagement; 6-School Climate; and 7-Course Access.

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 2020-21 data due to pandemic school closure	88% Data Year: 2021-22 Data Source: Internal Survey	78% Data Year: 2022-23 Data Source: Internal Survey	78% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	90% Data Year: 2020-21 Data Source: Annual Parent Survey	82% Data Year: 2021-22 Data Source: Annual Parent Survey	85% Data Year: 2022-23 Data Source: Annual Parent Survey	89% Data Year: 2023-24 Data Source: Annual Parent Survey	90% Data Year: 2023-24 Data Source: Annual Parent Survey
Portion of parents with input into decision making (Parent survey participation rate)	93% Data Year: 2020-21 Data Source: Internal Survey	88% Data Year: 2021-22 Data Source: Internal Survey	56% Data Year: 2022-23 Data Source: Internal Survey	100% Data Year: 2023-24 Data Source: Internal Survey	90% Data Year: 2023-24 Data Source: Internal Survey
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All Students: 3.9% English Learners: 4.6%	All Students: 37.5% English Learners: 30.5%	All Students: 17.6% English Learners: 16.5%	All Students: 14.0% English Learners: 13.9%	Original Desired Outcome: 5% Adjusted Desired Outcome:(adjustment made due to

	<p>Low Income: 4.4%</p> <p>Students with Disabilities: 10.2%</p> <p>Asian: 1.3%</p> <p>Hispanic/Latinx: 6%</p> <p>Data Source: CA Dashboard</p>	<p>Low Income: 39.0%</p> <p>Students with Disabilities: 40.3%</p> <p>Asian: 19.5%</p> <p>Hispanic/Latinx: 41.5%</p> <p>White: 16.7%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Attendance Reports</p>	<p>Low Income: 19.6%</p> <p>Students with Disabilities: 16.4%</p> <p>Homeless: 25.6%</p> <p>Asian: 9.9%</p> <p>Hispanic/Latinx: 24.8%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p> <p>Data Source: SIS Attendance Reports</p>	<p>Low Income: 15.7%</p> <p>Students with Disabilities: 15.6%</p> <p>Homeless: 20.0%</p> <p>Asian: 5.7%</p> <p>Black: 50.0%</p> <p>Hispanic/Latinx: 21.0%</p> <p>White: 13.3%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Attendance Reports</p>	<p>reflection on Year One data)</p> <p>All Students: 10%</p> <p>English Learners: 10%</p> <p>Low Income: 10%</p> <p>Students with Disabilities: 10%</p> <p>Homeless: 10%</p> <p>Asian: 10%</p> <p>Black or African American: 10%</p> <p>Hispanic/Latinx: 10%</p> <p>White: 10%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Attendance Reports</p>
<p>Suspension rate for all students and all significant subgroups</p>	<p>2018-19</p> <p>All Students: 0%</p> <p>Data Source: CA Dashboard</p>	<p>0%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0.5%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Discipline Reports</p>
<p>Expulsion rate for all students and all significant subgroups</p>	<p>2018-19: 0%</p> <p>Data Source: CA Dashboard</p>	<p>0%</p> <p>Data Year: 2021-22 (as of 4/15/22)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0%</p> <p>Data Year: 2022-23 (as of 4/7/23)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p> <p>Data Source: SIS Discipline Reports</p>	<p>0%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Discipline Reports</p>

Average Daily Attendance	2018-19: 96.9% Data Source: SIS Attendance Reports	90.9% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports	94.4% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Attendance Reports	95% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Attendance Reports	95% Data Year: 2023-24 Data Source: SIS Attendance Reports
% of students with access to a broad course of study, including unduplicated students and students with exceptional needs	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 4 actions were implemented as planned except, in 4.3 Social Emotional Learning, we did not add the Wellness Counselor Intern. Successes and Challenges: In 4.1 Enrichment, we had a high enrichment teacher retention rate, suggesting teacher satisfaction. We were pleased to be able to provide science, art, and P.E. In 4.2 Field Trips, we successfully had every single 4th and 5th grade cohort at each RPS campus attend science camp this year. We had many successes in 4.4 Care Corps. Our reach of families has grown threefold this year across the network. We have been able this year to increase our caseloads to 15 families per school, every nine weeks, serving those with the most severe needs and high chronic absenteeism. Care Corps is integrated with the attendance escalation process, in collaboration with the Regional Attendance Review Board. Across our 13 CA schools, we serve close to 585 families served per year through case management care coordination services. Staff had weekly check-ins with parents, offered community referrals to organizations to meet needs, referred as needed and paid registration to Parent Project (a series of helpful parent workshops offered through the District Attorney office). Care Corps partnered with our school leadership team to share student progress and provide feedback to leverage support of all stakeholders on campus and communicate how they can additionally support, especially when attendance was affected. One big challenge we experienced in 4.4 Care Corps is that there is a high emotional toll on our team when community partners have insufficient resources to help our students. It is very difficult, when we see that families are living in a car, in a tent, doubled, or tripled up in housing, and we are faced with the lack of housing options in the community to help them. Often this year we found that shelters had wait lists, there were no more hotel vouchers available, and hotline for referrals had a two-week waitlist. Another challenge has been helping parents to ask for resources to meet their own needs which would facilitate care coordination services for the entire family.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 Enrichment, there was a material difference (\$289,206) because after school programming expenses were higher vs. plan.
In 4.2 Field Trips, there was a material difference (\$11,080) because Science camp expenses were higher vs. what was initially planned.
In 4.3 Social Emotional Learning, there was a material difference (-\$5,527) because expenses were below plan due to changes in staffing plans, resulting in fewer expenses for the school based social emotional learning consultants and interventionists. Rocketship instead hired regional Wellness Teachers and Counselors.
In 4.4 Care Corps, there was a material difference (-\$9,856) because Care Corp compensation expenses differed from what was planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (78%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Field Trips actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by Average Daily Attendance (95%), by Chronic Absenteeism rate for all students and all significant subgroups (14% overall), and by 89% of parents who report feeling

connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%). Although the ADA is lower and Chronic absenteeism higher than in a typical pre-pandemic year, the pandemic continues to bring unprecedented challenges to attendance, and we see that the actions made a big difference in supporting attendance despite this challenge.

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.

In 4.4 we updated the Care Corps description to include the initiatives begun under our Community Schools program.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priority 3-Parent Engagement.

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)	74% Data Year 2020--21 Data Source: Internal HelpCounter Data	75% Data Year 2021-22 (As of 4/22/22) Data Source: Internal HelpCounter Data	94% Data Year 2022-23 (As of 4/14/23) Data Source: Internal HelpCounter Data	96% Data Year 2023-24 (As of 5/3/24) Data Source: Internal HelpCounter Data	84% Data Year 2023--24 Data Source: Internal HelpCounter Data
% Home visits completed	97% Data Year 2020-21 Data Source: Internal Data	100% Data Year 2021-22 Data Source: Internal Data	100% Data Year 2022-23 Data Source: Internal Data	99% Data Year 2023-24 Data Source: Internal Data	95% Data Year 2023-24 Data Source: Internal Data

<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>	<p>90%</p> <p>Data Year 2020--21</p> <p>Data Source: Annual Parent Survey</p>	<p>85%</p> <p>Data Year 2021-22</p> <p>Data Source: Annual Parent Survey</p>	<p>88%</p> <p>Data Year 2022-23</p> <p>Data Source: Annual Parent Survey</p>	<p>89%</p> <p>Data Year 2023-24</p> <p>Data Source: Annual Parent Survey</p>	<p>90%</p> <p>Data Year 2023-24</p> <p>Data Source: Annual Parent Survey</p>
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Goal Analysis

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.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1, we had success in surveying families during the summer and then again in Spring to find out what families would like to have in terms of family engagement events. Conducting two surveys instead of the usual one survey allowed for schools to receive feedback, implement it, and seek additional feedback. Based on this data, we implemented cultural celebrations, including celebrations of Hispanic Heritage, Lunar New Year, and Black History. Our priority this year was engaging families through different processes and systems, and our cultural celebrations were a big part of this. We also offered a Zoom option for Cafecitos, and we held some hybrid academic family meetings, which provided additional flexibility for families. We surveyed families on whether orientation was a meaningful experience, and satisfaction was high, another success in family engagement. In 5.1, a challenge we are considering is how to make sure that all of our families are able to come to the events. We wish to engage more of the families that need the most support--for example, families of students that are truant or chronically absent, and not just the same already involved families. In 5.3, a challenge continues to be finding sufficient time for home visits since we are once again doing fully in-person home visits. In 5.4 Los Dichos, we have had successful family outreach and participation across our Rocketship schools. Across all 13 schools, we've averaged about ~3 family members per classroom and this exceeds our goal of 2 family members per classroom. We had over 3,600 volunteers between September and March so far! We've improved our curriculum to ensure that all books are accessible in Spanish and Vietnamese (vs Spanish only in the past) to reflect the primary home languages spoken in our schools. A success was the inclusion of a broad range of family members in the program--grandpas, cousins, aunties, uncles. A meaningful experience for everyone, and especially for families who could engage in their primary language. In 5.5 Los Dichos, our increased family engagement has made finding space to hold trainings at our school sites sometimes challenging. We need to work with school leaders to ensure our training space is large enough to hold all family participants. Some schools have higher parent turnout than others, we want to support all schools to have consistent family readers each month.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.3 School Leadership Team, there was a material difference(\$16,135), and the variance is the result of a difference in personnel costs versus the budget

In 5.4 Los Dichos there was a material difference (-\$3,215) because funds were budgeted in case expenses materialized. This is primarily a volunteer program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent involvement and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (96%).

Parent Outreach was effective as evidenced by % Home visits completed (99%)

School Leadership Team was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (89%).

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.

We reorganized our actions within Goal 5 to better align with the facets of our family engagement initiatives. We also added an Attendance Initiatives action to communicate the important work being done to increase or maintain high attendance and reduce chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 Mosaic Elementary	Taylor Stern, Principal	mosaic@rsed.org ; 408-899-2607

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Rocketship Mosaic Elementary (ROMO) is one of our most diverse Rocketship schools in California. Approximately 70.3% of the students are socioeconomically disadvantaged, 6.2% are Homeless Youth, 57.2% are English learners, 47.3% are Hispanic/Latinx and 45.7% are Asian. Additionally, 10.4% of students qualify for special education services. The school opened its doors in August 2011. It was the fourth school we opened in San Jose and continues to be one of our strongest schools in California. It currently serves 565 students in grades TK-5.

Rocketship Mosaic Elementary 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 Mosaic’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 Mosaic Elementary 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.

All Rocketship campuses share four core values -- respect, responsibility, empathy and persistence — and develop a fifth core value as a community. At ROMO this fifth core value is Global Initiative. Students at Rocketship Mosaic understand the interdependency of our world and the importance of their contribution. Our talented team of educators works collaboratively with our dedicated parent community to ensure every Rocketeer on our campus receives an individualized educational experience tailored to his or her learning needs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Mosaic 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 be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as 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 Mosaic 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

ROMO has identified a success in English Language Arts (Green, +12.1). We will build on this success by implementing action 1.1 Personalized Learning.

ROMO has identified a success in Mathematics (Green, +18.4). We will build on this success by implementing action 1.1 Personalized Learning..

ROMO has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

ROMO has identified a need in English Language Arts for the Students with Disabilities group (Red, -96.7). We will address this need by implementing Required Action 1.3 Special Education Supports and 1.1 Personalized Learning.

ROMO has identified a need in Chronic Absenteeism for the Homeless student group (Red, 22.7%). We will address this need by implementing Required Action 5.5 Attendance Initiatives and 4.4 Care Corps.

Other Reflections:

In our Operations, students and families have provided feedback that our lunch and overall food could be improved. We are pleased to note that, based on this feedback, we undertook a process to select a new provider, which will begin in the 24-25 school year.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

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.

Rocketship Mosaic Elementary is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Mosaic Elementary is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Mosaic Elementary is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	<p>The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 ROMO based on the CA School Dashboard for 2023 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP input and consultation on 9/26/23, 12/5/23, 2/6/24, and 4/16/24. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. We conducted an RCAB meeting on 5/13/24 to gather more community partner feedback and collaboration around how Care Corps can best support attendance and reduce chronic absenteeism. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 6/4/24.</p> <p>Our board meets quarterly 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 29, 2024. The LCAP was adopted on June 16, 2024.</p>
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings (10/4/23, 10/17/23, 3/19/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal--Cafecitos (9/6/23, 10/4/23, 11/1/23, 12/6/23, 1/10/24, 2/7/24, 3/6/24, 4/10/24, 5/1/24, 6/3/24), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 4-27).
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (March 4-8).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goal 1:

In our Services to Support Multilingual Learners (Action 1.4), Our ELAC helped us to troubleshoot a technical issue with our Lexia and Chromebooks. They helped advocate for the issue to be resolved, which it was. Also in 1.4, we received feedback from our multilingual families on the need to increase program awareness for families, beginning with what is the process for identifying multilingual families and then what supports are in place and available for multilingual students, and actions that families can take at home to support their student. As a result of this feedback, we added ELAC ambassadors--a parent representative in the SSC for multilingual families (see Action 5.2 Family Advocacy and Leadership). In 1.4 Services to Support Emerging Bilingual Students, our Multilingual Learner leads, school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the Designated English Language Development programs on their campuses, supporting the effectiveness of this action.

Goal 2:

In High Quality Research Based Curriculum (Action 2.1), we received positive feedback from teachers regarding the extensive resources that come with the new ELA and Math curriculum. Similarly, families appreciate the robust family resources, including communications and videos. Students have shared that they like the use of manipulatives in math learning, and they appreciate the additional time in small group instruction they receive under the new curriculum. Based in part on this feedback, we will be continuing to utilize the new curriculum and look forward to year two of implementation, and we plan to pilot a Tier 1 curriculum for grades 3-5 in hopes that it will have similarly positive results. In 2.2 Professional Development, we received teacher feedback that our new curriculum requires more time for staff planning and preparation. We implemented designated planning days and an hour on Thursday for teacher planning time. This was much appreciated. Also in 2.2, our ELAC helped come up with testing motivation strategies for the ELPAC. We received teacher feedback pointing to the need to change our teacher preparation program partner (Action 2.4 Teacher Credentialing). We received input from our school leaders, teachers, and staff on the effectiveness of our assessments (2.3 Data Driven Instructional Practices). They are very happy with the high retention of assessment proctors, leading to increased familiarity and stronger skills and knowledge base. We heard similar input from our Multilingual Learner leads. We also got feedback from ETS and our state success agent that we have improved in our implementation. We attribute this success to having in-person training and practice on the technical aspects of the administration. Teachers have appreciated the shorter amount of time it takes to administer reading assessment and the increase in rigor aligned to Common Core of our math assessments.

Goal 3:

Based on staff and family feedback, we improved significantly this year in our Operations. Highlights of this success include improvements in safety, joy, and efficiency at recess. Based on this feedback, we plan to continue implementing the actions of Goal 3. In our Fall 2023 family survey, we evaluated safety and effectiveness of our drop off and pick up procedures and our school providing a safe learning environment. We surveyed again in December, and improved and exceeded 80% satisfaction in these categories. This input supported the effectiveness of our Goal 3 actions.

Goal 4:

The Care Corps team continually seeks input from families on any help needed in meeting basic needs, and family input continues to show a great need among families for services such as food, shelter, medical, and other resources. In response, we expanded our Care Corps program and integrated the Community Schools program with it so that we can support more families with wrap-around services (Care Corps Action 4.4).

Goal 5:

During the implementation of the new Math and Reading curriculum described in Goal 1, Action 1, we heard from families that although there is much they appreciate about the program, some of the content is taught in ways different than they learned it. To address this, we're having

academic community meetings about the curriculum and sharing ways parents can support students at home, as part of Family Engagement (Action 5.1). In 23-24 we added a fall mini-survey in addition to our annual Spring family survey. Our intent was to get feedback after the first 30 days of the school year and be able to make timely adjustments before surveying again in Spring. The valuable feedback received led to several plan improvements. First, we plan to continue the fall mini-survey as part of our family engagement. Additionally, we learned that orientation was a meaningful experience for our families, so we plan to continue this event. Next, in asking what additional family engagement events they would like to have, we learned that families would like to have cultural celebrations. We implemented many cultural celebrations throughout the year and plan to continue these in the coming year, based on positive family feedback (Action 5.1 Family Engagement). In 5.2 Family Advocacy and Leadership, we have an ELAC ambassador who came with us on a walkthrough with school leaders during school day to observe designated ELD instruction and later shared out to the ELAC. This was very powerful, and more parents wanted the opportunity. We arranged for the next Cafecitos to have tours so families can see in action what is being provided for their kids every day. Our ELAC helped come up with testing motivation strategies for the ELPAC. They helped us to troubleshoot a technical issue with our Lexia and Chromebooks. They helped advocate for the issue to be resolved, which it was.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

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. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	<p>CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: CA Dashboard</p>	<p>All Students: 54.6%</p> <p>English Learners: 30.7%</p> <p>Low Income: 47.8%</p> <p>Students with Disabilities: 13.9%</p> <p>Asian: 74.8%</p> <p>Hispanic/Latinx: 34.1%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>60%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]
1.2	<p>CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: CA Dashboard</p>	<p>All Students: 60.3%</p> <p>English Learners: 39.4%</p> <p>Low Income: 51.9%</p> <p>Students with Disabilities: 19.4%</p> <p>Asian: 82.9%</p> <p>Hispanic/Latinx: 39.1%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>65%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 31.6% English Learners: 0.0% Low Income: 28.1% Hispanic/Latinx: 19.2% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	37% Data Year: 2025-26	[Insert current difference from baseline here]
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	1.29 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.45 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	42% Data Year: 2022-23			55% Data Year: 2025-26	

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	8.5% Data Year: 2023-24 (as of 3/29/24)			15% Data Year: 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Personalized Learning	<p>ROMO's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Title I funds are used for tutors and teacher assistants who provide small group instruction during the school day in order to fill learning gaps and accelerate learning. 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 Intervention 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 classroom 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 students in Special Education.</p> <p>We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 24-25, we will be in year two of implementing a new Humanities/ELA intervention curriculum. Participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-4 students.</p> <p>Title I Evidence-Based Strategies</p>	<p>\$ 715,624 (\$176,047 Title I)</p>	Yes
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		<p>The Personalized Learning action, as described above, combines adaptive intervention curriculum for learning acceleration with high quality tutoring in a small group setting. These evidence-based educational strategies are designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards. During learning lab time, all students utilize adaptive online learning platforms to fill gaps and accelerate learning. Title I-funded tutors pull small groups of students for tutoring based on assessment data, targeting students most in need of academic support, including low income students, English learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.</p>		
1.2	Special Education Supports	<p>Although ROMO runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. 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. This action will support ELA growth and achievement of our Students with Disabilities by providing supports personalized to their needs.</p>	\$ 525,492	No

1.3	Services to Support Multilingual Students	<p>Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to grade 5. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year.</p> <p>Last year 23-24, we built on EL Roadmap Principle 1 and focused on EL Roadmap Principle 2 by investing in intellectual quality of instruction and meaningful access, which included embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helped us identify opportunities to elevate our practices and innovate in services of educational equity.</p> <p>To amplify the implementation of Integrated ELD, we used "Universal Strategies" to provide access to content. Designated ELD focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons were differentiated for newcomers. Teachers also increased their knowledge on newcomers strategies through campus held professional development and modules.</p> <p>We invested in formative assessment to monitor progress towards both of our program goals, making progress towards English proficiency and mastery of grade level standards. We measured student progress in Lexia English (units and levels) to ensure that students stay on track to achieve their ELPAC growth goals. In addition to Lexia English, we used formative assessments aligned to the ELD standards such as piloting the ELPAC Interim Assessments (Writing Domain only in non standardized testing) to measure movement along the language proficiency continuum.</p>	\$ 40,751	No
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		<p>In 24.25 we will continue to build on EL Roadmap Principle 2 by continuing to explicitly teach ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We will revamp our rollout plan for Universal Strategies to strategically respond to the needs of all campuses and provide resources and support for its integration in all learning spaces, and/or elevate teacher practice on GLAD strategies through professional development and coaching support. We will continue to invest in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice.</p> <p>In engaging families of multilingual learners and strengthening our schools' partnership with them, our school will continue to elect an ELAC Ambassador to represent multilingual learners in SSC and other spaces. To develop their knowledge on the multilingual learners program, ELAC Ambassadors will meet three times a year and attend walkthroughs on campus to observe instruction, including social emotional learning. During SSC/ELAC meetings, ELAC Ambassadors will lead the conversation with schools on multilingual learners support and achievement. They will have multiple opportunities to collaborate with their schools to increase at home support, and advocate for high quality instruction.</p>		
1.4	Rocketship Reads	Rocketship Mosaic 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 and supporting families to engage with students in reading at home.	\$ 95,649	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	High Quality, Research-based Curriculum	<p>The ROMO 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. ROMO operates an inclusion model and therefore this core 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. ROMO 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. For 24-25, we will continue the implementation of the math curriculum and k-2 reading begun in 23-24, and we plan to pilot a Tier 1 reading curriculum for grades 3-5.</p>	\$ 50,005	No
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2.2	Professional Development	<p>Professional Development is a critical component of the ROMO program. We will continue to implement a comprehensive program of 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 will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs.</p> <p>Summer PD</p> <p>Each summer, ROMO 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, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.</p> <p>Thursday PD</p> <p>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>Professional Development Fund</p> <p>ROMO has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. ROMO 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.</p>	\$ 223,432	Yes
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2.3	Data Driven Instructional Practices	<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"> • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS 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) • Initial and summative Alternative ELPAC for English Learners with severe cognitive disabilities <p>Following administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at ROMO 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>	\$ 65,839	Yes
2.4	Instructional Coaching	<p>The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. ROMO teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. 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>	\$ 211,562	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that will provide staff with an Early Completion option and a traditional two year route to earning their Preliminary Credential. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 24-25 school year.	\$ 29,189	No
2.6	Culturally Responsive Pedagogy	ROMO is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. 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.	\$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the "good repair" standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	81% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	83% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	85% Data Year: 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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3.1	Operations Staffing & Development	<p>Our school 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. Our BOM serves as safety lead for campus, planning and leading safety training 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.</p> <p>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.</p>	\$ 456,570	Yes
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3.2	Facilities Maintenance	<p>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>Our school 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> <p>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>	\$ 241,235	No
3.3	Safety Training	<p>We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.</p>	\$ 13,374	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their 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. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

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. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	78% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23			100% Data Year: 2025-26	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	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, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. 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.	\$ 254,208	Yes
4.2	Outdoor Education and Community Experiences	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 from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go 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.	\$ 63,475	Yes

4.3	Social Emotional Learning	<p>At Rocketship Mosaic we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Mosaic core values: respect, responsibility, persistence, empathy, and global citizenship. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.</p> <p>In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.</p>	\$ 163,465	No
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		<p>Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed.</p> <p>We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling 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.</p>		
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4.4	Care Corps	<p>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 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 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. We have expanded our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We conduct health screenings for all students, including vision, hearing, and dental. We partner with an outside organization to provide families with immunizations. We have four main initiatives:</p> <p>Food Distribution: We service 800 families every month across San Jose and East Bay.</p> <p>Pop Up Closet: Free clothing families can access either at food distribution sites or on campus.</p> <p>Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example).</p> <p>Health Screenings: The team of providers works 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 Schools program also includes a program to address chronic absenteeism.</p>	\$ 78,791	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

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. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	95% Data Year: 2023-24 (as of 3/29/24)	[Insert outcome here]	[Insert outcome here]	95% Data Year: 2026-27	[Insert current difference from baseline here]

5.2	<p>Chronic Absenteeism rate for all students and all significant subgroups</p> <p>Data Source: SIS Attendance Reports</p>	<p>All Students: 14.0%</p> <p>English Learners: 13.9%</p> <p>Low Income: 15.7%</p> <p>Students with Disabilities: 15.6%</p> <p>Homeless: 20.0%</p> <p>Asian: 5.7%</p> <p>Black: 50.0%</p> <p>Hispanic/Latinx: 21.0%</p> <p>White: 13.3%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>All Students: 10%</p> <p>Data Year: 2026-27</p>	[Insert current difference from baseline here]
5.3	<p>% of parents are involved (% parents on track to complete participation hours)</p> <p>Data Source: Internal HelpCounter Data</p>	<p>96%</p> <p>Data Year 2023-24 (As of 5/3/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>90%</p> <p>Data Year 2026-27</p>	[Insert current difference from baseline here]

5.4	<p>% Home visits completed</p> <p>Data Source: Internal Data</p>	<p>99%</p> <p>Data Year 2023-24</p>			<p>95%</p> <p>Data Year 2026-27</p>	
5.5	<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p> <p>Data Source: Annual Parent Survey</p>	<p>89%</p> <p>Data Year 2023-24</p>			<p>90%</p> <p>Data Year 2026-27</p>	
5.6	<p>% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)</p> <p>Data Source: Annual Parent Survey</p>	<p>89%</p> <p>Data Year: 2023-24</p>			<p>85%</p> <p>Data Year 2026-27</p>	

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	100% Data Year: 2023-24			90% Data Year 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	Family Engagement	<p>We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including:</p> <p>Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year.</p> <p>Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party.</p> <p>Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders.</p> <p>Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.</p>	\$ 98,194	Yes
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	<p>Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement.</p> <p>College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.</p> <p>Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.</p>		
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5.2	Family Advocacy and Leadership	<p>In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond.</p> <p>Advocacy opportunities for all families include:</p> <p>School Site Council (SSC) and English Learner Advisory Committee (ELAC):</p> <p>SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners.</p> <p>Regional Advisory Board: 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> <p>California Leadership Organizing Committee (CLOC):</p> <p>The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.</p>	\$0	No
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5.3	School-Family Partnership	<p>Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents 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 parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums.</p> <p>Through the Care Corps program, schools 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>	\$ 62,511	No
5.4	Los Dichos	<p>Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the 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 or Vietnamese 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 Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.</p>	\$ 18,527	No

5.5	Attendance Initiatives	<p>We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I includes positive attendance incentives and daily contacts made for any absent students. Tier II supports begin once a student misses 2+ days within the week, with added outreach, action planning, and notifications provided. Tier III supports, which begin when a student is identified as chronically absent or truant, incorporate intensive supports and team-based monitoring that as needed can involve our formalized process of School Attendance Review Team (SART) potential referrals to our Regional Attendance Review Board (RARB). We work to ensure that our systems and process are followed with fidelity so that attendance barriers are addressed and families are equipped with resources to improve attendance.</p> <p>This action will support regular attendance of our Homeless student subgroup by providing outreach, intensive supports and team-based monitoring in support of their regular attendance.</p>	\$ 55,510	No
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Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 1,886,964	\$204,645

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.13%	0%	\$0	31.13%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.1 Personalized Learning</p> <p>1.4 Rocketship Reads</p> <p>2.1 Professional Development</p> <p>2.3 Data Driven Instructional Practices</p> <p>2.4 Instructional Coaching</p>	<p>In reviewing the 2023 ELA performance of our English Learners and Socioeconomically Disadvantaged students, we find that our English learner group is at green level (-1.5) and our Socioeconomically Disadvantaged group is at yellow level (-4). In Math, our English learners are at green level (+5.6) and Socioeconomically Disadvantaged students are at yellow (-.5) We had yellow performance in 2023 on the English Learner Progress Indicator, with 43% of students making progress towards English language proficiency. In 2023-24, our EL Reclassification rate was 8.5% as of 3/29/24. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.</p>	<p>Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship 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 Driven Instructional Practices provide high quality assessments and 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 instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math</p>	<p>1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate</p>
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		will benefit, they are LEA-wide actions.	
<p>3.1 Operations Staffing & Development 4.1 Enrichment 4.2 Field Trips</p>	<p>In 2023, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2024 survey results showed that 79% of students feel safe on campus and 78% of student feel connected to at least one staff member. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.</p>	<p>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, and progress yet to be made. Operations Staffing & Development is an action designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--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. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.</p>	<p>3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate</p>

<p>5.1 Family Engagement</p>	<p>Our 2024 survey and internal data showed that 89% of parents were satisfied with their school, 96% of parents were involved in their school, and 99% of families received home visits. 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.</p>	<p>A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all families will benefit, they are LEA-wide actions.</p>	<p>5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>
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Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Mosaic Elementary is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. ROMO does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

California Department of Education
November 2023

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,060,882	\$ 1,886,964	31.13%	0.000%	31.13%	\$ 1,913,907	0.000%	31.58%	Total:	\$ 1,913,907
								LEA-wide Total:	\$ 1,913,907
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	ROMO	\$ 444,978	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	ROMO	\$ 95,649	0.000%
2	2	Professional Development	Yes	LEA-wide	All	ROMO	\$ 223,432	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	ROMO	\$ 65,839	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	ROMO	\$ 211,562	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	ROMO	\$ 456,570	0.000%
4	1	Enrichment	Yes	LEA-wide	All	ROMO	\$ 254,208	0.000%
4	2	Outdoor Education and Community Experier	Yes	LEA-wide	All	ROMO	\$ 63,475	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	ROMO	\$ 98,194	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,530,636.59	\$ 3,953,775.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Standards-Aligned Instruction & Materials	No	\$ 112,147	\$ 79,898
1	2	Personalized Learning	Yes	\$ 626,111	\$ 659,656
1	3	Special Education Supports	No	\$ 328,533	\$ 297,588
1	4	Services to Support Emerging Bilingual Students	No	\$ 39,403	\$ 37,282
1	5	Reading Engagement	Yes	\$ 5,838	\$ 5,546
2	1	Professional Development	Yes	\$ 208,316	\$ 219,626
2	2	Assessments	Yes	\$ 28,644	\$ 14,916
2	3	Data Days	Yes	\$ 43,636	\$ 45,333
2	4	Coaching	Yes	\$ 411,081	\$ 377,179
2	5	Teacher Credentialing	No	\$ 31,189	\$ 22,564
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 136,748
3	2	School Maintenance	No	\$ 182,694	\$ 185,902
3	3	Custodial Service and Supplies	No	\$ 67,433	\$ 94,815
3	4	Operations Specialists	Yes	\$ 336,319	\$ 490,777
4	1	Enrichment	Yes	\$ 687,123	\$ 976,329
4	2	Field Trips	Yes	\$ 63,920	\$ 75,000
4	3	Social Emotional Learning	Yes	\$ 27,447	\$ 21,920
4	4	CareCorp	No	\$ 82,930	\$ 73,074
5	1	Family Involvement	No	\$ 9,609	\$ 8,810
5	2	Family Outreach	Yes	\$ 9,432	\$ 8,815

5	3	School Leadership Team	No	\$ 104,079	\$ 120,214
5	4	Los Dichos	No	\$ 5,000	\$ 1,785

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,879,321	\$ 1,758,552	\$ 1,884,113	\$ (125,562)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Personalized Learning	Yes	\$ 389,748	\$ 357,696.41	0.00%	0.00%
1	5	Reading Engagement	Yes	\$ 5,838	\$ 5,546.10	0.00%	0.00%
2	1	Professional Development	Yes	\$ 197,174	\$ 209,136.49	0.00%	0.00%
2	2	Assessments	Yes	\$ 28,644	\$ 14,916.01	0.00%	0.00%
2	3	Data Days	Yes	\$ 40,967	\$ 42,820.13	0.00%	0.00%
2	4	Coaching	Yes	\$ 307,008	\$ 279,191.45	0.00%	0.00%
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 136,748.10	0.00%	0.00%
3	4	Operations Specialists	Yes	\$ 336,319	\$ 490,776.94	0.00%	0.00%
4	1	Enrichment	Yes	\$ 232,300	\$ 241,546.58	0.00%	0.00%
4	2	Field Trips	Yes	\$ 63,920	\$ 75,000.00	0.00%	0.00%
4	3	Social Emotional Learning	Yes	\$ 27,447	\$ 21,919.67	0.00%	0.00%
5	2	Family Outreach	Yes	\$ 9,432	\$ 8,815.31	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,721,436	\$ 1,879,321	0.00%	32.85%	\$ 1,884,113	0.00%	32.93%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

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 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Redwood City

CDS Code: 41-69005-0132076

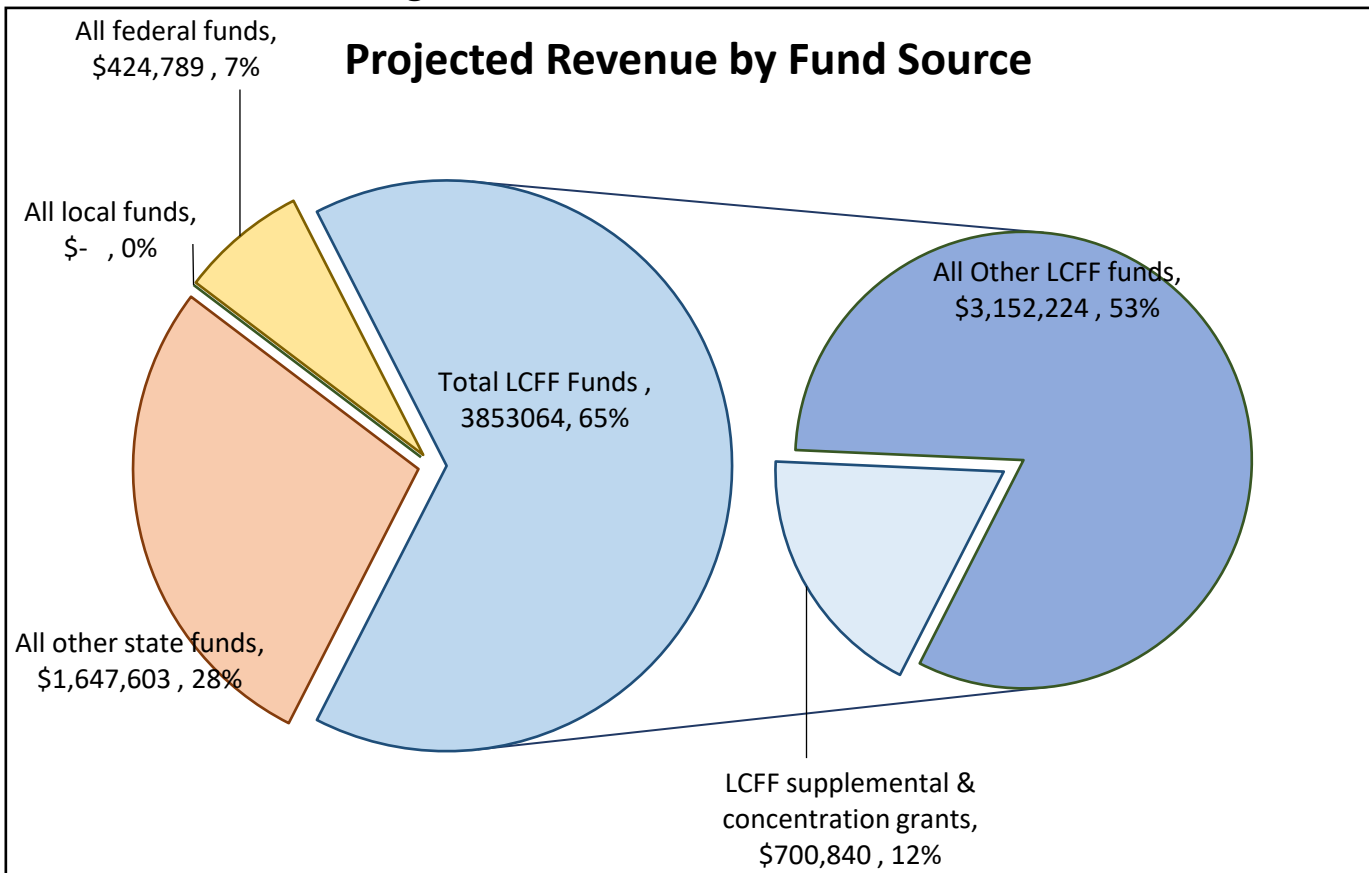
School Year: 2024-25

LEA contact information: Benjamin Carson 501-258-7831 bcarson@rsed.org

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 2024-25 School Year

Projected Revenue by Fund Source

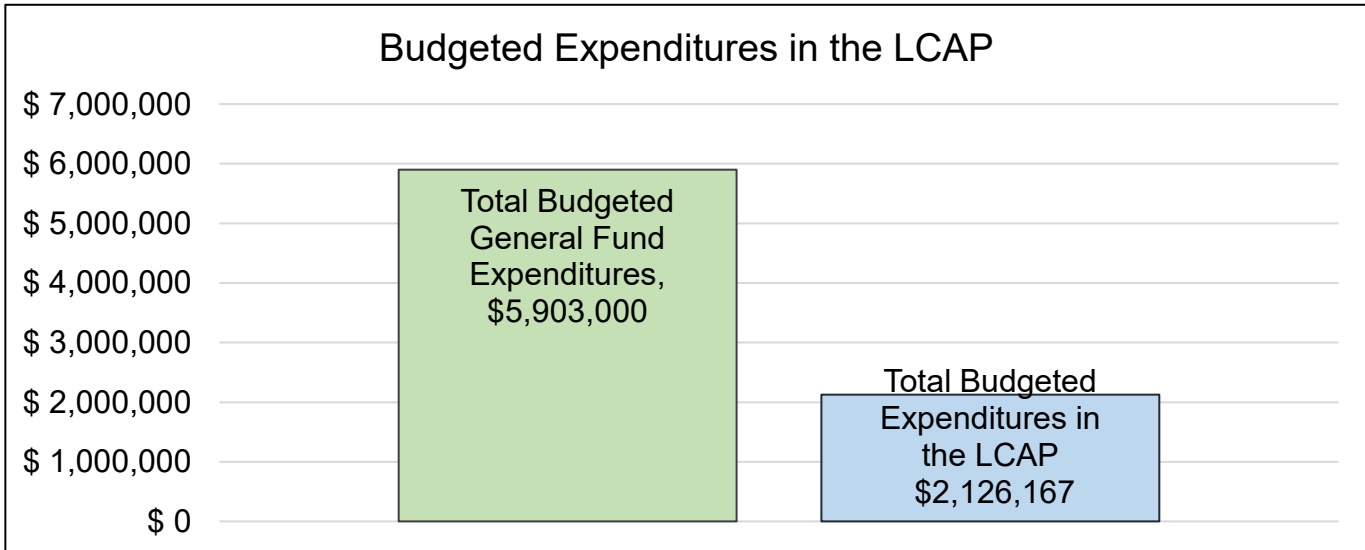


This chart shows the total general purpose revenue Rocketship Redwood City expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Redwood City is \$5,925,455.22, of which \$3,853,064.00 is Local Control Funding Formula (LCFF), \$1,647,602.56 is other state funds, \$0.00 is local funds, and \$424,788.65 is federal funds. Of the \$3,853,064.00 in LCFF Funds, \$700,840.00 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 Redwood City plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Redwood City plans to spend \$5,903,000.00 for the 2024-25 school year. Of that amount, \$2,126,167.31 is tied to actions/services in the LCAP and \$3,776,832.69 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

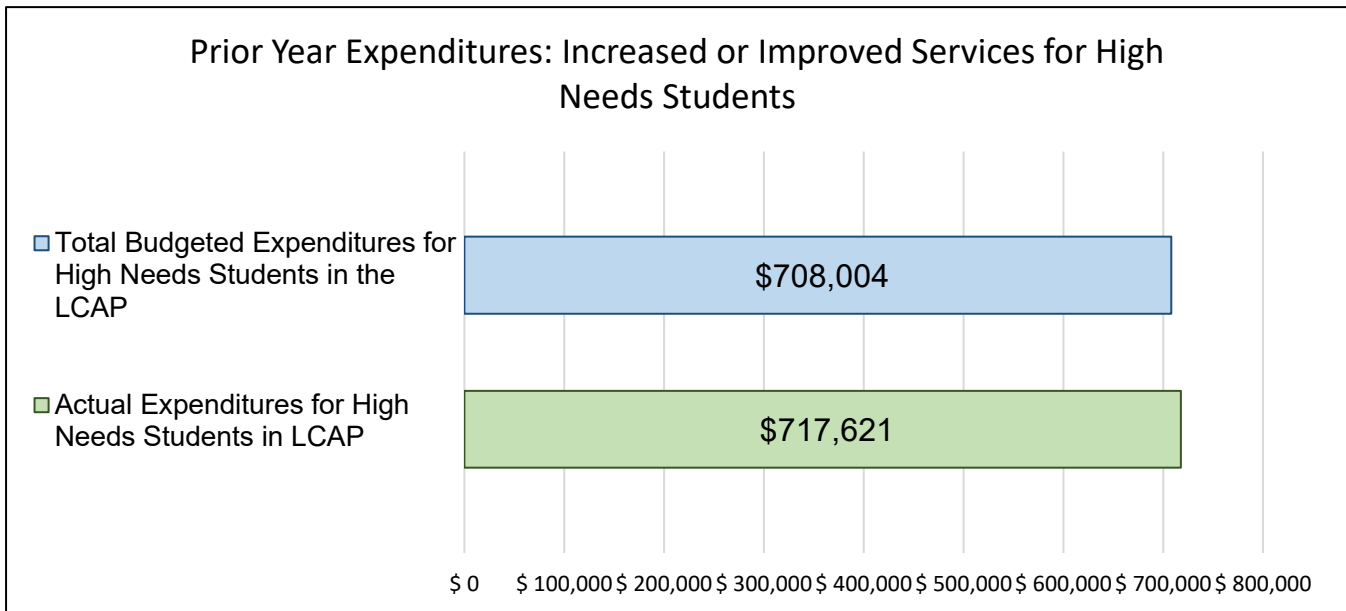
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Rocketship Redwood City is projecting it will receive \$700,840.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Redwood City must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Redwood City plans to spend \$1,181,919.81 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 2023-24



This chart compares what Rocketship Redwood City budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Redwood City estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Rocketship Redwood City's LCAP budgeted \$708,003.91 for planned actions to increase or improve services for high needs students. Rocketship Redwood City actually spent \$717,620.85 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Redwood City Prep	Karina Barboza Berry, Principal	redwoodcity@rsed.org ; (650) 238-9970

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. This broad goal addresses state priority 4-Pupil Achievement and 8-Other Pupil Outcomes.

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: 41% English Learners: 26% Low Income: 38% Students with Disabilities: 25% Hispanic/Latinx: 39% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 27.0% English Learners: 9.9% Low Income: 24.6% Students with Disabilities: 4% Hispanic/Latinx:26.0% Data Source: CA Dashboard	2022-23 All Students: 27.5% English Learners: 11.6% Low Income: 26.7% Students with Disabilities: 4.2% Hispanic/Latinx: 25.4% Data Source: CA Dashboard	46% Data Year: 2022-23 Data Source: CA Dashboard

CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 45.5% English Learners: 38% Low Income: 44.9% Students with Disabilities: 18.2% Hispanic/Latinx: 43.6% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 22.5% English Learners: 10.9% Low Income: 21.2% Students with Disabilities: 4% Hispanic/Latinx: 22.0% Data Source: CA Dashboard	2022-23 All Students: 29.0% English Learners: 15.8% Low Income: 28.3% Students with Disabilities: 0.0% Hispanic/Latinx: 27.0% Data Source: CA Dashboard	48% Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 18.9% English Learners: 6.3% Low Income: 12.9% Hispanic/Latinx: 18.9% Data Source: Data Quest	N/A	2021-22 All Students: 14.9% English Learners: 0% Low Income: 11.1% Hispanic/Latinx: 14.0% Data Source: CA Dashboard	2022-23 All Students: 9.8% English Learners: 3.2% Low Income: 5.4% Hispanic/Latinx: 10.0% Data Source: CA Dashboard	All Students: 23.9% English Learners: 23.9% Low Income: 23.9% Students with Disabilities: 23.9% Asian: 23.9% Black or African American: 23.9% Hispanic/Latinx: 23.9% Data Year: 2022-23 Data Source: Data Quest
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.17 Data Source: NWEA MAP	1.28 Years Data Year: 2021-22 Data Source:	.97 Years Data Year: 2022-23 Data Source:	.78 Years Data Year: 2023-24 Data Source:	1.2 Years Data Year: 2023-24 Data Source:

		NWEA MAP	NWEA MAP	NWEA MAP	NWEA MAP
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.12 Data Source: NWEA MAP	1.27 Years Data Year: 2021-22 Data Source: NWEA MAP	1.24 Years Data Year: 2022-23 Data Source: NWEA MAP	1.13 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 39% Data Source: CA Dashboard	35.2% Scoring Level 3 or 4 on ELPAC (2019-20 ELPAC test suspended due to COVID, no prior year score for ELPI calculations) Data Year: 2020-21 Data Source: DataQuest	2021-22: 47% Data Source: CA Dashboard	2022-23: 34% Data Source: CA Dashboard	High (Green) on current status of dashboard 55% Data Year: 2022-23 Data Source: CA Dashboard
EL Reclassification Rate	2019-20: 6.4% Data Source: CA Dashboard	2.8% Data Year: 2021-22 Data Source: SIS Demographics 0.5% (due to COVID assessment and instruction interruptions) Data Year: 2020-21 Data Source: Data Quest	4% Data Year: 2022-23 (as of 3/15/23) Data Source: SIS Demographics	2.3% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Demographics	15% Data Year: 2023-24 Data Source: SIS Demographics

Goal Analysis

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.

All Goal 1 actions were implemented as planned except, in 1.4 Services to Support Emerging Bilingual Students, we did not implement the support plan framework for newcomers. However, we differentiated our curriculum for newcomers, and we provided p.d. for our teachers on newcomer strategies. Also, in 1.5 Love of Reading, we used the DIBELS assessment instead of STEP to measure progress. Successes and Challenges: In 1.1 Common Core-Aligned Instruction & Materials, we adopted a new curriculum for math and for reading. The math curriculum is conceptually based, and the reading program is based on the science of reading. The adoption has been a success. A related challenge has been, given the new curriculum, how we personalize instruction for students. We reflected mid-year on our implementation and made some adjustments to small-group instruction and student 1-to-1 coaching. In Action 1.1, we worked to personalize instruction while using the new external curriculum. We arranged for some students to travel for the CKLA instruction as needed to get core phonics skills. In math, we created our own Math Boards for Eureka, a daily warm-up exercise, based on data of what students need to review. In 1.2 Personalized Learning, we are in Year 1 implementation of a new district curriculum. A success was that all teachers and leaders received professional development on the new curriculum and are implementing year one. A related challenge we anticipate is the need for support beyond year one, and we are considering how to develop additional professional development for continued support of the implementation and rollout. In 1.2 Personalized Learning, we successfully adapted our intervention system at mid-year to provide a menu of options. Based on every two weeks progress monitoring, and shifting groups based on data, students participate in one of three options: guided reading, mclass, or Really Great Reading. In 1.3 Special Education Supports, we had success in gathering cross discipline/provider aligned recommendations for students to ensure all providers are working on the full picture for increased student achievements. A related challenge has been the need for cross discipline/team assessment calendars. At times it is difficult to align all providers on a date. In 1.4 Services to Support Emerging Bilingual Students, a success to celebrate is that not only is designated ELD happening with fidelity, but based on school site observation and network observation data, it is occurring with higher quality instruction than ever before, responding to our focus on Principle 2 of the EL Roadmap. In addition to observation data, our Multilingual Learner leads, the school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the programs on their campuses. In terms of challenges for 1.4, we had planned a rollout of universal strategies to support Tier One instruction. Regional observation showed it was not a strong rollout, and we can do better next year. We plan to either go back to GLAD (Guided Language Acquisition Design) strategies implementation, which is more familiar, or to increase focus on implementation roll out for universal strategies. We had many successes in our Love of Reading action. We had a family library event. We also implemented a “Reading in the Wild” initiative, in which students caught reading get celebrated with the ability to order a new book through Scholastic funding. We are in the process of getting a book vending machine to further support the initiative. We are happy to see that students all know their current reading levels. All students have been receiving reading group time 4x weekly, the result of an “all hands on deck” approach with a broad array of staff members leading groups. We also implemented Tranquil Tuesdays, which is a Tuesday morning reading period. One challenge we are continuing to seek to address is in the reading selection for some of our newcomer students, it can be hard to find reading selections that have engaging content at the most suitable reading levels.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.2 Personalized Learning, there was a material difference (-\$284,218) because fewer tutors were hired compared to plan due to staffing shortages.

In 1.4 Services to Support Emerging Bilingual Students, there was a material difference (-\$3,433) because ELL software costs were slightly lower than initially planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 1.1 Common Core-aligned instruction & materials, 1.2 Personalized Learning, 1.3 Special Education Supports, and 1.5 Love of Reading Campaign actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we approached our targets. Although we see growth, there is a bigger learning gap due to the pandemic that we will continue working to address. We began implementing new curricula for reading and math in 2023-24. In the curriculum rollout, under Action 1.1, our goal for this year was to know we are implementing with fidelity. We expect to see and evaluate the results after a full year of implementation. Our internal data points for this year are around implementation, which is positive. Our teachers are confident with the change to Eureka in math, having piloted it the previous year. We are planning for further implementation support in the 24-25 school year as well.

In 1.4 Services to Support Emerging Bilingual Learners, our annual goal is for 15% of students to meet all required criteria for reclassification each year. We also strive for at least 55% of students to demonstrate progress on the English Learner Progress Indicator (ELPI). In 2023, we had 34% of students making progress in the English Learner Progress Indicator. In 2023-24, as of 3/29/24, we had a reclassification rate of 2.3% Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer. But our 23-24 internal observation data on implementation of ELD shows the highest quality implementation yet. Based on this information, we believe the action toward the goal was somewhat effective. In order to accelerate progress, we plan to continue this work and to either increase the focus on universal strategies for Tier One instruction or return to GLAD strategies implementation, which is under consideration.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. In 1.1 and 1.2, we added information about the adoption and implementation of a new Tier 2 Intervention curriculum. In 1.4 we added information on our ELD implementation for 24-25 within the context of a multi-year focus on the EL Roadmap. In 1.5 we changed the title to align with current initiatives.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

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% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
Number/% of total and EL teachers credentialed & properly assigned	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
% of adopted standards including ELD standards implemented	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 2 actions were implemented as planned except, in 2.2 Assessments, the first two bullet points did happen as planned, but we now use the term state test primer instead of interim assessments, and we used DIBELS instead of STEP and Fountas and Pinnel in order to better align to our curriculum. Successes and Challenges: In 2.1 Professional Development, a success was that our P.D. directly supported implementation of the new curriculum across all spaces. We partnered with external organizations to make this come to life. We held a mix of school-based and network regional p.d. In 2.1, a challenge was in differentiating for teachers, given we were all starting with the new curriculum (so that new vs. experienced teachers all had the same p.d.). One of the greatest successes in 2.2 Assessment was that we had highly experienced internal ELPAC proctors through strong staff retention. This was a great benefit for our students. In 2.2 Assessment, we wish we could have more internal proctors, but we do still have to use some external proctors. In 2.3 Data Days, our data analysis has led to gains in % of students on track in reading levels and to increases in end of unit module assessments as well. In 2.3 Data Days, it was challenging to adapt to some of the new reporting structures with the new curriculum, which reports would be most useful to incorporate. Our reading assessment, mCLASS, tracks across major skills, but doesn't give us specifics to the letter, so we learned we had to supplement. In 2.4 Coaching, we successfully leveraged regional cluster common planning to bring together grade levels. We also held successful leadership development clinics for site leaders to opt into. Additionally, we found success in the creation of a core block coaching look-fors playbook to guide coaching. In 2.4 Coaching, it was a challenge to adjust our intellectual prep structures to account for teachers' increased need for time to internalize new curriculum. In 2.5 Credentialing, We have seen many of our teachers pass their required tests and continue to support staff still working to meet program enrollment requirements. In terms of challenges, we have determined that National University is not the optimal partner for our Intern teachers. We will be directing new staff that require program enrollment to Reach University instead. In 2.6 Culturally Responsive Pedagogy, we saw success in holding in person Los Dichos to bring in families to read with students on a monthly basis. We also held academic community meetings to unpack the curriculum, discuss progress with families, and align on strategies to support our Rocketeers. We found success in providing windows and mirrors for Rocketeers through our classroom libraries and text selection. In 2.6 Culturally Responsive Pedagogy, a challenge was in adjusting to find high leverage places for personalization and modification for our new curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.1 Professional Development, there was a material difference (-\$16,895) because fewer staff members than budgeted resulted in slightly lower professional development expenses.

In 2.2 Assessments, there was a material difference (\$5,326) because of increased expenses due to additional substitutes for testing.

In 2.3 Data Days, there was a material difference (-\$3,852) because of lower spending than budgeted at the start of the year.

In 2.5 Teacher Credentialing there was a material difference (\$3,650) because expenses were higher than anticipated; budget was too low.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. We combined the previous Assessment and Data Days actions into 2.2 Data Driven Instructional Practices to better capture the data cycle. In 2.4 we updated the description to reflect our new partnership with Reach University and our work to strengthen our internal career pathway, also in partnership with Reach. In 2.5, we updated the description to more succinctly reflect our ongoing implementation of culturally responsive pedagogical practices.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

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 Data Year: 2019-20 Data Source: Local Indicators	Met Data Year: 2020-21 Data Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators

<p>% of students feel safe on campus (As measured by student survey)</p>	<p>No 2020-21 data due to pandemic school closure.</p>	<p>77% Data Year: 2021-22 Data Source: Internal Survey</p>	<p>74% Data Year: 2022-23 Data Source: Internal Survey</p>	<p>77% Data Year: 2023-24 Data Source: Internal Survey</p>	<p>75% Data Year: 2023-24 Data Source: Internal Survey</p>
<p>% of families feel campus is safe (As measured by family survey)</p>	<p>No 2020-21 data due to pandemic school closure.</p>	<p>94% Data Year: 2021-22 Data Source: Annual Parent Survey</p>	<p>76% Data Year: 2022-23 Data Source: Annual Parent Survey</p>	<p>72% Data Year: 2023-24 Data Source: Annual Parent Survey</p>	<p>85% Data Year: 2023-24 Data Source: Annual Parent Survey</p>

Goal Analysis

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.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Business Operations Manager, based on our internal metrics for operations systems, we improved operations significantly this year. Highlights of this success include improvements in safety, joy, and efficiency at recess. In one example, we are on a shared campus, and families advocated for a video doorbell for controlled access, and we got that this year. In 3.2 School Maintenance, this year we expanded our network team for facilities maintenance. Although we successfully added one staff member, we struggled to fill the third role, which impacted our ability to address all needs in the most expeditious manner possible. We did, however, have excellent retention of our on-site operations staff members (Actions 3.1 & 3.4). In 3.3 Janitorial, we added a day porter this year in response to family feedback.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.2 School Maintenance, there was a material difference (\$15,061) because building repairs were higher than expected due to expenses needed to maintain buildings over time. Final approved budget reflects higher amount than what was assumed in the LCAP.

In 3.4 Operations Specialists there was a material difference (\$189,623) due to additional operations support needed, and hourly rates higher than planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The School Maintenance action was effective as evidenced by the Do facilities meet the “good repair” standard: Met.

The Business Operations Manager, Custodial Services & Supplies, and Operations Specialists actions were somewhat effective overall as evidenced by family and student survey results: % of students feel safe on campus: 77% and % of families feel campus is safe: 72%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work.

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.

In 3.1 we updated the action to include the Operations Specialist role in addition to the Business Operations Manager. In 3.2 we added janitorial services to the description so the action will encompass maintenance and janitorial. In 3.3, we shifted the focus from janitorial services to safety trainings. In 3.4 we shifted the focus to describe systems of staff development and continuous improvement in operations.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 3-Parent Engagement; 5-Student Engagement; 6-School Climate; and 7-Course Access.

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	89% Data Year: 2021-22 Data Source: Internal Survey	81% Data Year: 2022-23 Data Source: Internal Survey	84% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	91% Data Year: 2020-21 Data Source: Annual Parent Survey	65% Data Year: 2021-22 Data Source: Annual Parent Survey	73% Data Year: 2022-23 Data Source: Annual Parent Survey	76% Data Year: 2023-24 Data Source: Annual Parent Survey	90% Data Year: 2023-24 Data Source: Annual Parent Survey
Portion of parents with input into decision making (Parent survey participation rate)	56% Data Year: 2020-21 Data Source: Internal Survey	80% Data Year: 2021-22 Data Source: Internal Survey	69% Data Year: 2022-23 Data Source: Internal Survey	100% Data Year: 2023-24 Data Source: Internal Survey	90% Data Year: 2023-24 Data Source: Internal Survey
Chronic Absenteeism rate for all students	2018-19 All Students: 17.5%	All Students: 49.7%	All Students: 36.8%	All Students: 30.4%	All Students: 10%

and all significant subgroups	English Learners: 14.7% Low Income: 18.1% Students with Disabilities: 27.6% Hispanic/Latinx: 17.3% Data Source: CA Dashboard	English Learners: 50.7% Low Income: 50.4% Students with Disabilities: 55.9% Hispanic/Latinx: 47.2% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports	English Learners: 37.3% Low Income: 36.3 % Students with Disabilities: 36.7% Hispanic/Latinx: 36.6% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Attendance Reports	English Learners: 31.6% Low Income: 31.1% Students with Disabilities: 44.7% Homeless: 30.6% Hispanic/Latinx: 30.2% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Attendance Reports	English Learners: 10% Low Income: 10% Students with Disabilities: 10% Asian: 10% Black or African American: 10% Hispanic/Latinx: 10% White: 10% Data Year: 2023-24 Data Source: SIS Attendance Reports
Suspension rate for all students and all significant subgroups	2018-19: 0% Data Source: CA Dashboard	0% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Discipline Reports	0% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Discipline Reports	0.5% Data Year: 2023-24 Data Source: SIS Discipline Reports
Expulsion rate for all students and all significant subgroups	2018-19: 0% Data Source: CA Dashboard	0% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Discipline Reports	0% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 Data Source: SIS Discipline Reports
Average Daily Attendance	2018-19: 93.8% Data Source: SIS Attendance Reports	88.5% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports	89.90% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Attendance Reports	91.4% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Attendance Reports	95% Data Year: 2023-24 Data Source: SIS Attendance Reports

<p>% of students with access to a broad course of study, including unduplicated students and students with exceptional needs</p>	<p>100%</p> <p>Data Year: 2019-20</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>
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Goal Analysis

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.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, we successfully offered PE and Art, but we were unable to staff a separate science enrichment role. We were able to provide an art club and a leadership club as additional activity offerings. In 4.2 Field Trips, we successfully had every single 4th and 5th grade cohort at each RPS campus attend science camp this year, and we had strong participation among our students (80%+). In 4.3 SEL, our teachers expressed that they would like more support overall with student behaviors. In response, we successfully leaned into our PBIS with monthly incentives. We created teacher-informed monthly focus areas for student behavior that are incentivized per grade level. We had many successes in 4.4 Care Corps. Our reach of families has grown threefold this year across the network. We have been able this year to increase our caseloads to 15 families per school, every nine weeks, serving those with the most severe needs and high chronic absenteeism. Care Corps is integrated with the attendance escalation process, in collaboration with the Regional Attendance Review Board. Across our 13 CA schools, we serve close to 585 families served per year through case management care coordination services. Staff had weekly check-ins with parents, offered community referrals to organizations to meet needs, referred as needed and paid registration to Parent Project (a series of helpful parent workshops offered through the District Attorney office). Care Corps partnered with our school leadership team to share student progress and provide feedback to leverage support of all stakeholders on campus and communicate how they can additionally support, especially when attendance was affected. One big challenge we experienced in 4.4 Care Corps is that there is a high emotional toll on our team when community partners have insufficient resources to help our students. It is very difficult, when we see that families are living in a car, in a tent, doubled, or tripled up in housing, and we are faced with the lack of housing options in the community to help them. Often this year we found that shelters had wait lists, there were no more hotel vouchers available, and hotline for referrals had a two-week waitlist. Another challenge has been helping parents to ask for resources to meet their own needs which would facilitate care coordination services for the entire family.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 Enrichment, there was a material difference (\$59,721) because after school programming expenses were higher vs. plan.

In 4.2 Field Trips, there was a material difference (\$19,578) because Science camp expenses were higher vs. what was initially planned.

In 4.3 Social Emotional Learning, there was a material difference (-\$2,849) because expenses were below plan due to changes in staffing plans, resulting in fewer expenses for the school based social emotional learning consultants and interventionists. Rocketship instead hired regional Wellness Teachers and Counselors.

In 4.4 Care Corps, there was a material difference (-\$9,856) because Care Corp compensation expenses differed from what was planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (84%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Field Trips actions were effective as evidenced

by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by Average Daily Attendance (91.4%), by Chronic Absenteeism rate for all students and all significant subgroups (30.4% overall), and by 76% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%). Although the ADA is lower and Chronic absenteeism much higher than in a typical pre-pandemic year, the pandemic continues to bring unprecedented challenges to attendance, and we see that the actions made a big difference in supporting attendance despite this challenge.

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.

In 4.4 we updated the Care Corps description to include the initiatives begun under our Community Schools program.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priority 3-Parent Engagement.

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)	80% Data Year 2020--21 Data Source: Internal HelpCounter Data	68% (as of 4/22/22) Data Year 2021-22	97% Data Year 2022-23 (as of 4/14/23) Data Source: Internal HelpCounter Data	88% Data Year 2023-24 (as of 5/3/24) Data Source: Internal HelpCounter Data	90% Data Year 2023--24 Data Source: Internal HelpCounter Data
% Home visits completed	99% Data Year 2020-21	100% Data Year 2021-22	100% Data Year 2022-23	95% Data Year 2023-24	95% Data Year 2023-24

	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	84% Data Year 2020--21 Data Source: Annual Parent Survey	75% Data Year 2021-22 Data Source: Annual Parent Survey	70% Data Year 2022-23 Data Source: Annual Parent Survey	65% Data Year 2023-24 Data Source: Annual Parent Survey	89% Data Year 2023-24 Data Source: Annual Parent Survey

Goal Analysis

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.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1, we had success in surveying families during the summer and then again in Spring to find out what families would like to have in terms of family engagement events. Conducting two surveys instead of the usual one survey allowed for schools to receive feedback, implement it, and seek additional feedback. Based on this data, we implemented cultural celebrations, including celebrations of Hispanic Heritage, Lunar New Year, and Black History. Our priority this year was engaging families through different processes and systems, and our cultural celebrations were a big part of this. We also offered a Zoom option for Cafecitos, and we held some hybrid academic family meetings, which provided additional flexibility for families. We surveyed families on whether orientation was a meaningful experience, and satisfaction was high, another success in family engagement. In 5.1, a challenge we are considering is how to make sure that all of our families are able to come to the events. We wish to engage more of the families that need the most support--for example, families of students that are truant or chronically absent, and not just the same already involved families. We successfully arranged for translators as needed to support home visits when a staff member may have a language barrier in communicating with a family. In 5.3, a challenge continues to be finding sufficient time for home visits since we are once again doing fully in-person home visits. In 5.4 Los Dichos, we have had successful family outreach and participation across our Rocketship schools. Across all 13 schools, we've averaged about ~3 family members per classroom and this exceeds our goal of 2 family members per classroom. We had over 3,600 volunteers between September and March so far! We've improved our curriculum to ensure that all books are accessible in Spanish and Vietnamese (vs Spanish only in the past) to reflect the primary home languages spoken in our schools. A success was the inclusion of a broad range of family members in the program--grandpas, cousins, aunties, uncles. A meaningful experience for everyone, and especially for families who could engage in their primary language. In 5.4 Los Dichos, some schools have higher parent turnout than others, we want to support all schools to have consistent family readers each month. It was a challenge at RRWC to engage parents from 4th and 5th grade to participate

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.2 Family Outreach there was a material difference (\$7,088), and the variance is the result of higher personnel costs in family outreach versus the budget.

In 5.4 Los Dichos there was a material difference (-\$4,086) because funds were budgeted in case expenses materialized. This is primarily a volunteer program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent involvement and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (88%).

Parent Outreach was effective as evidenced by % Home visits completed (95%)

School Leadership Team was somewhat effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (65%).

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.

We reorganized our actions within Goal 5 to better align with the facets of our family engagement initiatives. We also added an Attendance Initiatives action to communicate the important work being done to increase or maintain high attendance and reduce chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 Redwood City Prep	Karina Barboza Berry, Principal	redwoodcity@rsed.org ; (650) 238-9970

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Rocketship Redwood City Prep opened in August 2015 and was the 11th Rocketship campus to open in the Bay Area, but the first Rocketship campus to open outside of San Jose, in Redwood City. It was started in response to overwhelming parent support in the area. The school serves 312 students in grades TK-5. Approximately 87.8% of the students are socioeconomically disadvantaged, 6.4% are Homeless Youth, 73.4% are English learners, and 96.5% are Hispanic/Latinx. Additionally, 12.2% of students qualify for special education services. The school was renewed for a five-year term in March 2019.

Rocketship Redwood City Prep 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 Redwood City Prep’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 Redwood City Prep 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.

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At Rocketship Redwood City Prep this fifth core value is bravery. Bravery at RRWC means to be confident in your abilities and be able to advocate for yourself.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Redwood City Prep 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 be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as 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 Redwood City 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RRWC has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

RRWC has identified a need in English Language Arts for the Hispanic (Red, -72.8) and English Learner (Red, -90.6) student groups. We will address this need by implementing Required Action 1.1 Personalized Learning, and 1.3 Services to Support Multilingual Students. We implemented ML Supports in 23-24 with greater fidelity than ever, and we plan to continue this focus.

RRWC has identified a need in English Learner Progress (Red, 33.8%). We will address this need by implementing Required Action 1.3 Services to Support Multilingual Students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

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.

Rocketship Redwood City Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Redwood City Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Redwood City Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	<p>The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RRWC based on the CA School Dashboard for 2023 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP input and consultation on 9/27/23, 11/27/23, 3/20/24, . Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. We conducted an RCAB meeting on 5/13/24 to gather more community partner feedback and collaboration around how Care Corps can best support attendance and reduce chronic absenteeism. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 6/4/24.</p> <p>Our board meets quarterly 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 29, 2024. The LCAP was adopted on June 16, 2024.</p>
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings (1/11/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (9/1/23, 10/6/23, 11/3/23, 12/1/23, 2/2/24, 3/1/24, 4/12/24, 5/3/24), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 4-27).
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (March 4-8).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goal 1:

In our Services to Support Multilingual Learners (Action 1.4), we received feedback from our multilingual families on the need to increase program awareness for families, beginning with what is the process for identifying multilingual families and then what supports are in place

and available for multilingual students, and actions that families can take at home to support their student. As a result of this feedback, we added ELAC ambassadors--a parent representative in the SSC for multilingual families (see Action 5.2 Family Advocacy and Leadership). In 1.4 Services to Support Emerging Bilingual Students, our Multilingual Learner leads, school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the Designated English Language Development programs on their campuses, supporting the effectiveness of this action. In support of the effectiveness of 1.5 Love of Reading, students really enjoy being celebrated for their progress, and they love the incentives we have put in place.

Goal 2:

In High Quality Research Based Curriculum (Action 2.1), we received positive feedback from teachers regarding the extensive resources that come with the new ELA and Math curriculum. Similarly, families appreciate the robust family resources, including communications and videos. Students have shared that they like the use of manipulatives in math learning, and they appreciate the additional time in small group instruction they receive under the new curriculum. Based in part on this feedback, we will be continuing to utilize the new curriculum and look forward to year two of implementation, and we plan to pilot a Tier 1 curriculum for grades 3-5 in hopes that it will have similarly positive results. In 2.2 Professional Development, our teachers asked for more planning time, so we added two more periods of planning time during the week for teachers where they have coverage, and a Thursday earlier dismissal outside of professional development also for planning time. We received teacher feedback pointing to the need to change our teacher preparation program partner (Action 2.4 Teacher Credentialing). We received input from our school leaders, teachers, and staff on the effectiveness of our assessments (2.3 Data Driven Instructional Practices). They are very happy with the high retention of assessment proctors, leading to increased familiarity and stronger skills and knowledge base. We heard similar input from our Multilingual Learner leads. We also got feedback from ETS and our state success agent that we have improved in our implementation. We attribute this success to having in-person training and practice on the technical aspects of the administration. Teachers have appreciated the shorter amount of time it takes to administer reading assessment and the increase in rigor aligned to Common Core of our math assessments. Supporting the effectiveness of 2.5 Instructional Coaching, teacher feedback showed that they have a positive staff culture and feel well supported by their coaches.

Goal 3:

Based on staff and family feedback, we improved significantly this year in our Operations. Highlights of this success include improvements in safety, joy, and efficiency at recess. Based on this feedback, we plan to continue implementing the actions of Goal 3. In our Fall 2023 family survey, we evaluated safety and effectiveness of our drop off and pick up procedures and our school providing a safe learning environment. We surveyed again in December, and improved and exceeded 80% satisfaction in these categories. This input supported the effectiveness of our Goal 3 actions.

Goal 4:

Supporting the effectiveness of our work in Action 3.3 SEL, students really enjoy being celebrated in our Launch assemblies, as well as the recognition in our reading program. They feel seen. The Care Corps team continually seeks input from families on any help needed in meeting basic needs, and family input continues to show a great need among families for services such as food, shelter, medical, and other resources. In response, we expanded our Care Corps program and integrated the Community Schools program with it so that we can support more families with wrap-around services (Care Corps Action 4.4).

Goal 5:

During the implementation of the new Math and Reading curriculum described in Goal 1, Action 1, we heard from families that although there is much they appreciate about the program, some of the content is taught in ways different than they learned it. To address this, we're having

academic community meetings about the curriculum and sharing ways parents can support students at home, as part of Family Engagement (Action 5.1). In 23-24 we added a fall mini-survey in addition to our annual Spring family survey. Our intent was to get feedback after the first 30 days of the school year and be able to make timely adjustments before surveying again in Spring. The valuable feedback received led to several plan improvements. First, we plan to continue the fall mini-survey as part of our family engagement. Additionally, we learned that orientation was a meaningful experience for our families, so we plan to continue this event. Next, in asking what additional family engagement events they would like to have, we learned that families would like to have cultural celebrations. We implemented many cultural celebrations throughout the year and plan to continue these in the coming year, based on positive family feedback (Action 5.1 Family Engagement). Also in 5.1, our open campus initiative has helped a lot—parents can volunteer at any time. In 5.3 School-Family Partnership, supporting the effectiveness of this action, parents expressed that we have improved our communication so that they know what is happening at school. Also in 5.3, we responded to parent concerns about bullying by adding a December anti-bullying month campaign, which helped. Based on parent feedback, we plan to incorporate into our parent engagement more information about how the school takes action to prevent and address bullying, and to continue using parent feedback to inform our practices.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

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. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	<p>CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: CA Dashboard</p>	<p>All Students: 27.5%</p> <p>English Learners: 11.6%</p> <p>Low Income: 26.7%</p> <p>Students with Disabilities: 4.2%</p> <p>Hispanic/Latinx: 25.4%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>33%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]
1.2	<p>CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: CA Dashboard</p>	<p>All Students: 29.0%</p> <p>English Learners: 15.8%</p> <p>Low Income: 28.3%</p> <p>Students with Disabilities: 0.0%</p> <p>Hispanic/Latinx: 27.0%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>34%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 9.8% English Learners: 3.2% Low Income: 5.4% Hispanic/Latinx: 10.0% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	15% Data Year: 2025-26	[Insert current difference from baseline here]
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	.78 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.13 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	2022-23: 34%			55% Data Year: 2025-26	

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	2.3% Data Year: 2023-24 (as of 3/29/24)			15% Data Year: 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Personalized Learning	<p>RRWC's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Title I funds are used for tutors and teacher assistants who provide small group instruction during the school day in order to fill learning gaps and accelerate learning. 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 Intervention 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 classroom 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 students in Special Education.</p> <p>We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 24-25, we will be in year two of implementing a new Humanities/ELA intervention curriculum. Participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-4 students. This action will support ELA growth and achievement of our English learner and Hispanic student subgroups by providing personalized instruction based on data.</p> <p>Title I Evidence-Based Strategies</p>	\$ 438,616 (\$ 107,710 Title I)	Yes
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		The Personalized Learning action, as described above, combines adaptive intervention curriculum for learning acceleration with high quality tutoring in a small group setting. These evidence-based educational strategies are designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards. During learning lab time, all students utilize adaptive online learning platforms to fill gaps and accelerate learning. Title I-funded tutors pull small groups of students for tutoring based on assessment data, targeting students most in need of academic support, including low income students, English learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.		
1.2	Special Education Supports	Although RRWC runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. 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.	\$ 250,458	No

1.3	Services to Support Multilingual Students	<p>Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to grade 5. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year.</p> <p>Last year 23-24, we built on EL Roadmap Principle 1 and focused on EL Roadmap Principle 2 by investing in intellectual quality of instruction and meaningful access, which included embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helped us identify opportunities to elevate our practices and innovate in services of educational equity.</p> <p>To amplify the implementation of Integrated ELD, we used "Universal Strategies" to provide access to content. Designated ELD focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons were differentiated for newcomers. Teachers also increased their knowledge on newcomers strategies through campus held professional development and modules.</p> <p>We invested in formative assessment to monitor progress towards both of our program goals, making progress towards English proficiency and mastery of grade level standards. We measured student progress in Lexia English (units and levels) to ensure that students stay on track to achieve their ELPAC growth goals. In addition to Lexia English, we used formative assessments aligned to the ELD standards such as piloting the ELPAC Interim Assessments (Writing Domain only in non standardized testing) to measure movement along the language proficiency continuum.</p>	\$ 30,814	No
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		<p>In 24.25 we will continue to build on EL Roadmap Principle 2 by continuing to explicitly teach ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We will revamp our rollout plan for Universal Strategies to strategically respond to the needs of all campuses and provide resources and support for its integration in all learning spaces, and/or elevate teacher practice on GLAD strategies through professional development and coaching support. We will continue to invest in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice.</p> <p>In engaging families of multilingual learners and strengthening our schools' partnership with them, our school will continue to elect an ELAC Ambassador to represent multilingual learners in SSC and other spaces. To develop their knowledge on the multilingual learners program, ELAC Ambassadors will meet three times a year and attend walkthroughs on campus to observe instruction, including social emotional learning. During SSC/ELAC meetings, ELAC Ambassadors will lead the conversation with schools on multilingual learners support and achievement. They will have multiple opportunities to collaborate with their schools to increase at home support, and advocate for high quality instruction. This action has been specifically designed to support the needs of our English learners.</p>		
1.4	Rocketship Reads	<p>Rocketship Redwood City Prep will implement a Rocketship Reads 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. Students and parents will track progress on DIBELS assessments and growth will be publicly celebrated to promote reading achievement. We will host a staff and family book club to spread and model the love of reading throughout the school community.</p>	\$ 53,888	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Log	100% Data Year: 2022-23 s	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	High Quality, Research-based Curriculum	<p>The RRWC 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. RRWC operates an inclusion model and therefore this core 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. RRWC 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. For 24-25, we will continue the implementation of the math curriculum and k-2 reading begun in 23-24, and we plan to pilot a Tier 1 reading curriculum for grades 3-5.</p>	\$ 17,458	No
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2.2	Professional Development	<p>Professional Development is a critical component of the RRWC program. We will continue to implement a comprehensive program of 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 will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs.</p> <p>Summer PD</p> <p>Each summer, RRWC 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, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.</p> <p>Thursday PD</p> <p>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>Professional Development Fund</p> <p>RRWC has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RRWC 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.</p>	\$ 135,355	Yes
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2.3	Data Driven Instructional Practices	<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"> • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS 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) • Initial and summative Alternative ELPAC for English Learners with severe cognitive disabilities <p>Following administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RRWC 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>	\$ 48,008	Yes
2.4	Instructional Coaching	<p>The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RRWC teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. 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>	\$ 109,057	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that will provide staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 24-25 school year.	\$ 21,500	No
2.6	Culturally Responsive Pedagogy	RRWC is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. 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.	\$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the "good repair" standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	77% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	72% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	85% Data Year: 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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3.1	Operations Staffing & Development	<p>Our school 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. Our BOM serves as safety lead for campus, planning and leading safety training 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.</p> <p>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.</p>	\$ 392,053	Yes
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3.2	Facilities Maintenance	<p>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>Our school 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> <p>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>	\$ 134,063	No
3.3	Safety Training	<p>We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.</p>	\$ 12,444	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their 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. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

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. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	84% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23			100% Data Year: 2025-26	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	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, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. 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.	\$ 121,128	Yes
4.2	Outdoor Education and Community Experiences	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 from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go 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.	\$ 31,068	Yes

4.3	Social Emotional Learning	<p>At Rocketship Redwood City we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Redwood City core values: respect, responsibility, persistence, empathy, and bravery. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.</p> <p>In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.</p>	\$ 85,816	No
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		<p>Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed.</p> <p>We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling 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.</p>		
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4.4	Care Corps	<p>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 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 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. We have expanded our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We conduct health screenings for all students, including vision, hearing, and dental. We partner with an outside organization to provide families with immunizations. We have four main initiatives:</p> <p>Food Distribution: We service 800 families every month across San Jose and East Bay.</p> <p>Pop Up Closet: Free clothing families can access either at food distribution sites or on campus.</p> <p>Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example).</p> <p>Health Screenings: The team of providers works 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 Schools program also includes a program to address chronic absenteeism.</p>	\$ 65,657	No
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Insert or delete rows, as necessary.

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

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. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	91.4% Data Year: 2023-24 (as of 3/29/24)	[Insert outcome here]	[Insert outcome here]	95% Data Year: 2026-27	[Insert current difference from baseline here]

5.2	<p>Chronic Absenteeism rate for all students and all significant subgroups</p> <p>Data Source: SIS Attendance Reports</p>	<p>All Students: 30.4%</p> <p>English Learners: 31.6%</p> <p>Low Income: 31.1%</p> <p>Students with Disabilities: 44.7 %</p> <p>Homeless: 30.6%</p> <p>Hispanic/Latinx: 30.2%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>All Students: 10%</p> <p>Data Year: 2026-27</p>	[Insert current difference from baseline here]
5.3	<p>% of parents are involved (% parents on track to complete participation hours)</p> <p>Data Source: Internal HelpCounter Data</p>	<p>88%</p> <p>Data Year 2023-24 (as of 5/3/24)</p> <p>Data Source: Internal HelpCounter Data</p>	[Insert outcome here]	[Insert outcome here]	<p>90%</p> <p>Data Year 2026-27</p>	[Insert current difference from baseline here]
5.4	<p>% Home visits completed</p> <p>Data Source: Internal Data</p>	<p>95%</p> <p>Data Year 2023-24</p>			<p>95%</p> <p>Data Year 2026-27</p>	

5.5	<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p> <p>Data Source: Annual Parent Survey</p>	<p>65%</p> <p>Data Year 2023-24</p>			<p>89%</p> <p>Data Year 2026-27</p>	
5.6	<p>% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)</p> <p>Data Source: Annual Parent Survey</p>	<p>76%</p> <p>Data Year: 2023-24</p>			<p>85%</p> <p>Data Year 2026-27</p>	
5.7	<p>Portion of parents with input into decision making (Parent survey participation rate)</p> <p>Data Source: Annual Parent Survey</p>	<p>100%</p> <p>Data Year: 2023-24</p>			<p>90%</p> <p>Data Year 2026-27</p>	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	Family Engagement	<p>We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including:</p> <p>Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year.</p> <p>Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party.</p> <p>Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders.</p> <p>Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.</p>	\$ 65,916	Yes
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	<p>Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement.</p> <p>College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.</p> <p>Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.</p>		
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5.2	Family Advocacy and Leadership	<p>In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond.</p> <p>Advocacy opportunities for all families include:</p> <p>School Site Council (SSC) and English Learner Advisory Committee (ELAC):</p> <p>SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners.</p> <p>Regional Advisory Board: 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> <p>California Leadership Organizing Committee (CLOC):</p> <p>The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.</p>	\$0	No
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5.3	School-Family Partnership	<p>Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents 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 parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums.</p> <p>Through the Care Corps program, schools 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>	\$ 51,562	No
5.4	Los Dichos	<p>Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the 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 or Vietnamese 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 Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.</p>	\$ 15,433	No

5.5	Attendance Initiatives	<p>We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I includes positive attendance incentives and daily contacts made for any absent students. Tier II supports begin once a student misses 2+ days within the week, with added outreach, action planning, and notifications provided. Tier III supports, which begin when a student is identified as chronically absent or truant, incorporate intensive supports and team-based monitoring that as needed can involve our formalized process of School Attendance Review Team (SART) potential referrals to our Regional Attendance Review Board (RARB). We work to ensure that our systems and process are followed with fidelity so that attendance barriers are addressed and families are equipped with resources to improve attendance.</p>	\$ 45,874	No
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Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 700,840	\$27,635

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.23%	0%	\$0	22.23%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching</p>	<p>In reviewing the 2023 ELA performance, we see that our English Learners are at red level (-90.6) and Socioeconomically Disadvantaged students are at orange level (-70). In Math, or English Learners are at yellow (-76.7) and Socioeconomically Disadvantaged students are at yellow level (-59.8). We had red level performance in 2023 on the English Learner Progress Indicator, with 33.8% of students making progress towards English language proficiency. In 2023-24, our EL Reclassification rate was 2.3% as of 3/29/24. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.</p>	<p>Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship 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 Driven Instructional Practices provide high quality assessments and 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 instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math</p>	<p>1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate</p>
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		will benefit, they are LEA-wide actions.	
<p>3.1 Operations Staffing & Development</p> <p>4.1 Enrichment</p> <p>4.2 Field Trips</p> <p>4.3 Social Emotional Learning</p>	<p>In 2023, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2024 survey results showed that 77% of students feel safe on campus and 84% of students feel connected to at least one staff member. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.</p>	<p>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, and progress yet to be made. Operations Staffing & Development is an action designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--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. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.</p>	<p>3.2 % of students feel safe on campus</p> <p>4.1 % of student feel connected to at least one staff member</p> <p>4.2 Suspension Rate</p>

5.1 Family Engagement	<p>Our 2024 survey and internal data showed that 65% of parents were satisfied with their school, 88% of parents were involved in their school, 95% of families received home visits. 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.</p>	<p>A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners . However, because we expect that all families will benefit, they are LEA-wide actions.</p>	<p>5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>
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Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Redwood City Prep is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RRWC does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

California Department of Education
November 2023

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,152,224	\$ 700,840	22.23%	0.000%	22.23%	\$ 1,181,920	0.000%	37.49%	Total:	\$ 1,181,920
								LEA-wide Total:	\$ 1,181,920
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RRWC	\$ 225,447	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RRWC	\$ 53,888	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RRWC	\$ 135,355	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RRWC	\$ 48,008	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RRWC	\$ 109,057	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RRWC	\$ 392,053	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RRWC	\$ 121,128	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RRWC	\$ 31,068	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RRWC	\$ 65,916	0.000%
							\$ -	0.000%
							\$ -	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 4,937,592.25	\$ 4,926,144.03

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Standards-Aligned Instruction & Materials	No	\$ 67,042	\$ 63,542
1	2	Personalized Learning	Yes	\$ 349,710	\$ 277,185
1	2	Administrative	No	\$ 2,108,483	\$ 1,896,790
1	3	Special Education Supports	No	\$ 850,087	\$ 871,477
1	4	Services to Support Emerging Bilingual Students	No	\$ 33,726	\$ 30,293
1	5	Reading Engagement	Yes	\$ 3,224	\$ 3,062
2	1	Professional Development	Yes	\$ 128,214	\$ 111,319
2	2	Assessments	Yes	\$ 12,211	\$ 17,537
2	3	Data Days	Yes	\$ 27,790	\$ 23,938
2	4	Coaching	Yes	\$ 208,147	\$ 205,912
2	5	Teacher Credentialing	No	\$ 21,500	\$ 25,150
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 124,335
3	2	School Maintenance	No	\$ 102,593	\$ 117,654
3	3	Custodial Service and Supplies	No	\$ 115,466	\$ 115,466
3	4	Operations Specialists	Yes	\$ 47,016	\$ 236,639
4	1	Enrichment	Yes	\$ 498,425	\$ 558,146
4	2	Field Trips	Yes	\$ 21,490	\$ 41,068
4	3	Social Emotional Learning	Yes	\$ 15,155	\$ 12,306
4	4	CareCorp	No	\$ 82,930	\$ 73,074
5	1	Family Involvement	No	\$ 6,118	\$ 5,805

5	2	Family Outreach	Yes	\$ 9,432	\$ 16,520
5	3	School Leadership Team	No	\$ 104,079	\$ 98,013
5	4	Los Dichos	Yes	\$ 5,000	\$ 914

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 656,292	\$ 708,004	\$ 717,621	\$ (9,617)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Personalized Learning	Yes	\$ 65,629	\$ 80,063.07	0.00%	0.00%
1	5	Reading Engagement	Yes	\$ 3,224	\$ 3,062.33	0.00%	0.00%
2	1	Professional Development	Yes	\$ 117,073	\$ 89,275.72	0.00%	0.00%
2	2	Assessments	Yes	\$ 12,211	\$ 17,536.52	0.00%	0.00%
2	3	Data Days	Yes	\$ 25,121	\$ 18,658.70	0.00%	0.00%
2	4	Coaching	Yes	\$ 104,073	\$ -	0.00%	0.00%
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 124,334.75	0.00%	0.00%
3	4	Operations Specialists	Yes	\$ 40,616	\$ 236,639.26	0.00%	0.00%
4	1	Enrichment	Yes	\$ 174,225	\$ 78,157.05	0.00%	0.00%
4	2	Field Trips	Yes	\$ 21,490	\$ 41,068.00	0.00%	0.00%
4	3	Social Emotional Learning	Yes	\$ 15,155	\$ 12,305.64	0.00%	0.00%
5	2	Family Outreach	Yes	\$ 9,432	\$ 16,519.81	0.00%	0.00%
5	4	Los Dichos	Yes	\$ -	\$ -	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,973,886	\$ 656,292	0.00%	22.07%	\$ 717,621	0.00%	24.13%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

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 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Rising Stars

CDS Code: 43-10439-0133496

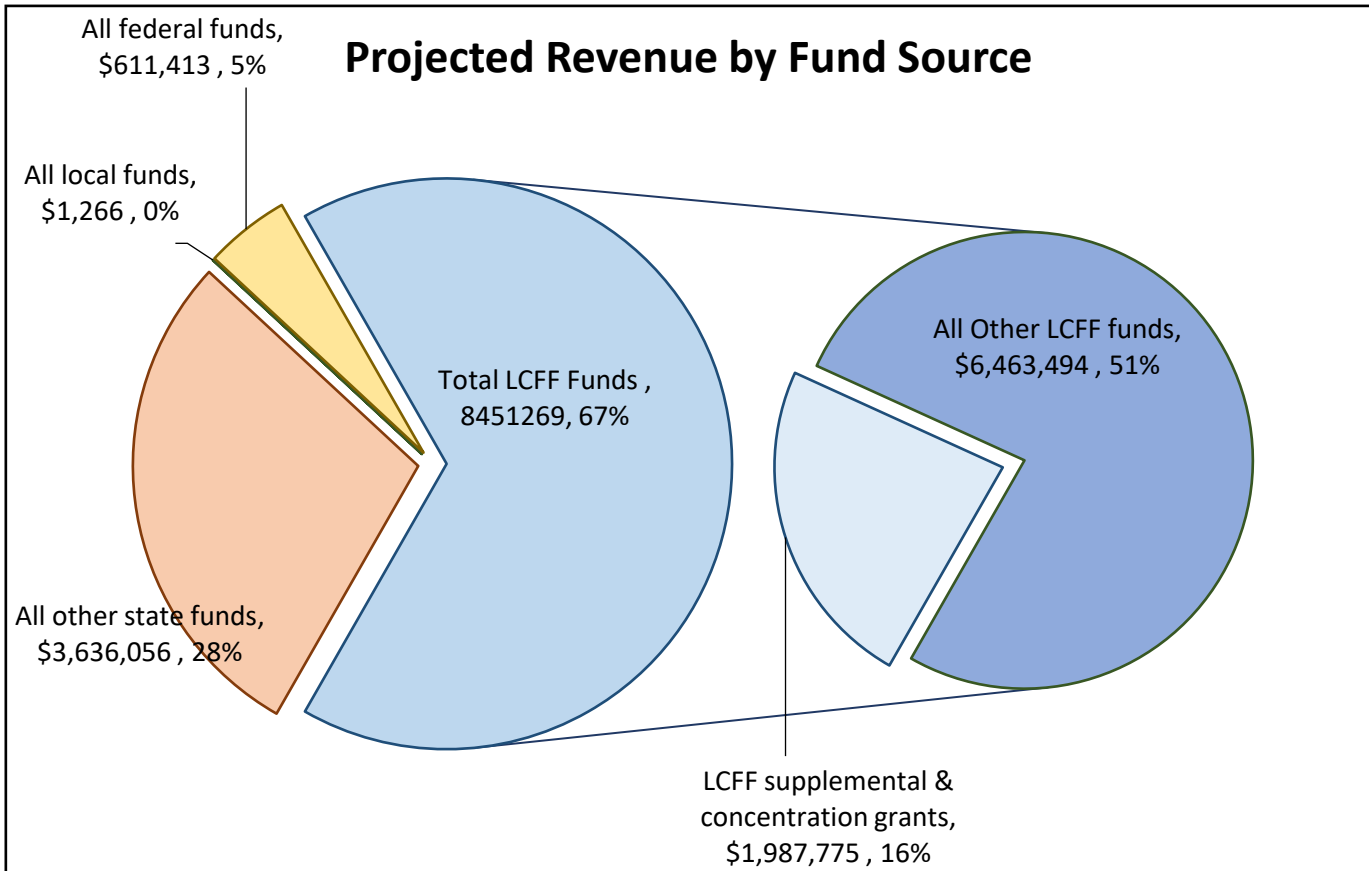
School Year: 2024-25

LEA contact information: Benjamin Carson 501-258-7831 bcarson@rsed.org

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 2024-25 School Year

Projected Revenue by Fund Source

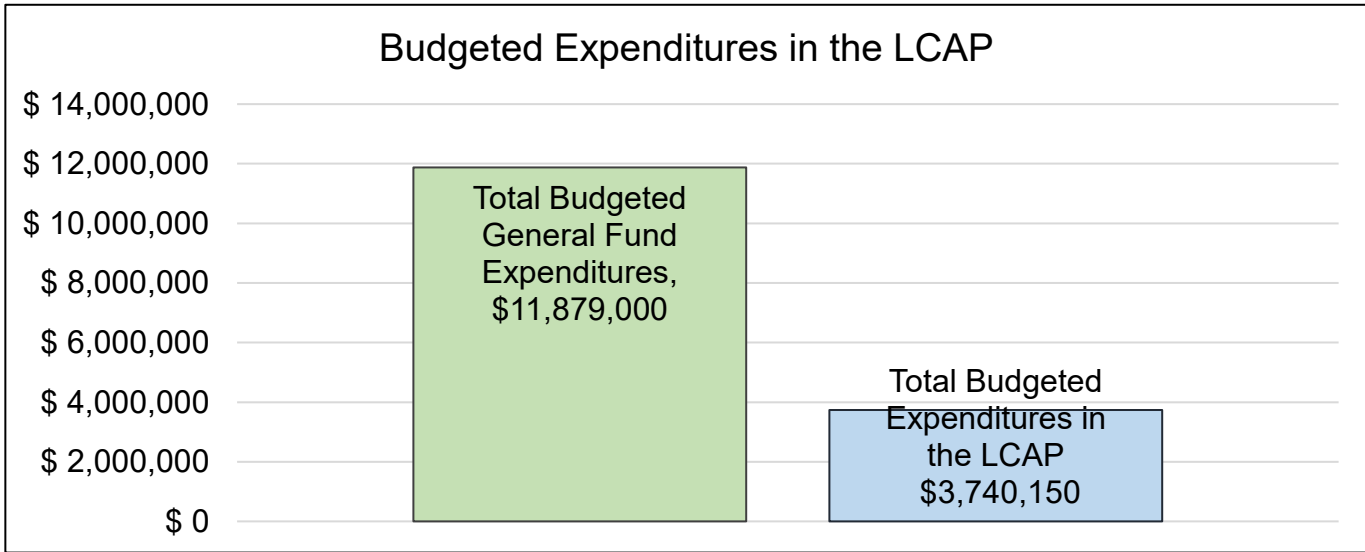


This chart shows the total general purpose revenue Rocketship Rising Stars expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Rising Stars is \$12,700,003.43, of which \$8,451,269.00 is Local Control Funding Formula (LCFF), \$3,636,055.67 is other state funds, \$1,266.05 is local funds, and \$611,412.72 is federal funds. Of the \$8,451,269.00 in LCFF Funds, \$1,987,775.00 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 Rising Stars plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Rising Stars plans to spend \$11,879,000.00 for the 2024-25 school year. Of that amount, \$3,740,149.73 is tied to actions/services in the LCAP and \$8,138,850.27 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

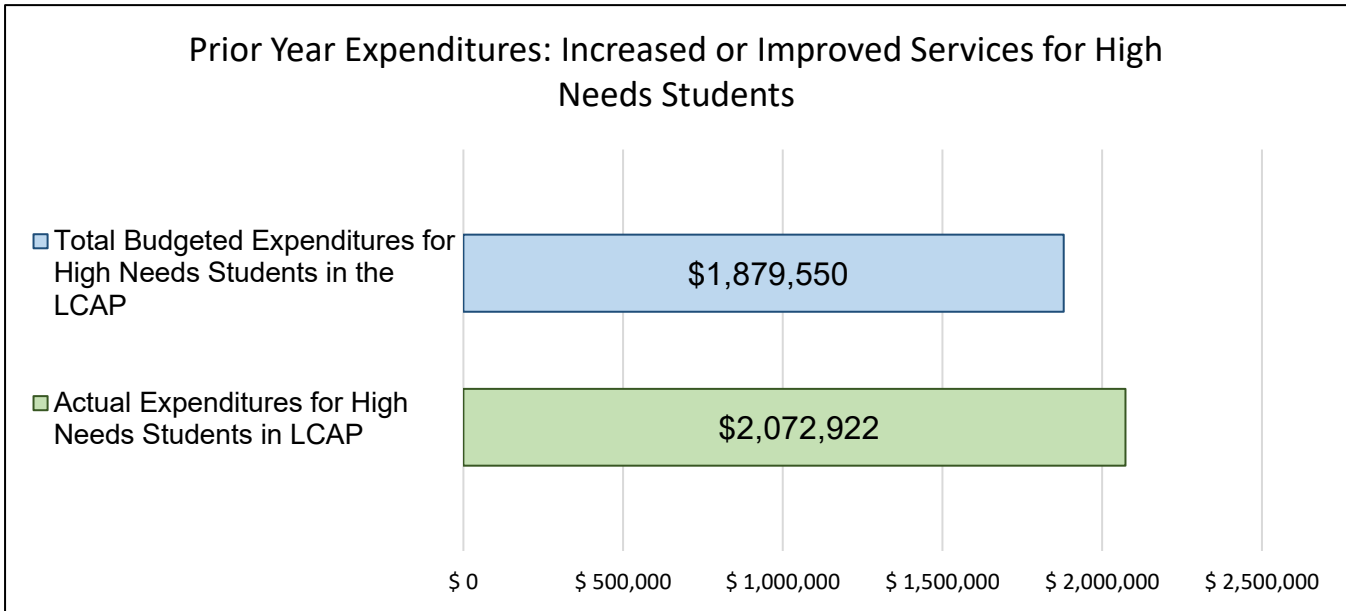
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Rocketship Rising Stars is projecting it will receive \$1,987,775.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Rising Stars must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Rising Stars plans to spend \$2,010,237.64 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 2023-24



This chart compares what Rocketship Rising Stars budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Rising Stars estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Rocketship Rising Stars's LCAP budgeted \$1,879,550.09 for planned actions to increase or improve services for high needs students. Rocketship Rising Stars actually spent \$2,072,922.23 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Rising Stars Academy	Alberto Perez, Principal	Info_rrs@rsed.org ; (408) 677-4879

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. This broad goal addresses state priority 4-Pupil Achievement and 8-Other Pupil Outcomes.

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: 61.2% English Learners: 43.5% Low Income: 56.3% Students with Disabilities: 26.3% Asian: 83.3% Hispanic/Latinx: 52.3%	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 62.3% English Learners: 44.6% Low Income: 63.2% Students with Disabilities: 9.1% Asian: 86.8% Hispanic/Latinx: 51.4%	2022-23 All Students: 64.5% English Learners: 44.9% Low Income: 62.7% Students with Disabilities: 28.6% Asian: 92.3% Hispanic/Latinx: 52.8%	66% Data Year: 2022-23 Data Source: CA Dashboard

				Data Source: CA Dashboard	
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 73.7% English Learners: 60.9% Low Income: 69.4% Students with Disabilities: 36.8% Asian: 91.7% Hispanic/Latinx: 65.6% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 49.6% English Learners: 33.0% Low Income: 48.0% Students with Disabilities: 13.6 % Asian: 86.8% Hispanic/Latinx: 33.3%	2022-23 All Students: 65.4% English Learners: 39.4% Low Income: 65.1% Students with Disabilities: 7.1% Asian: 92.4% Hispanic/Latinx: 52.4% Data Source: CA Dashboard	77% Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups	TBD once results become available Data Year: 21-22 Data Source: Data Quest	N/A	N/A	N/A	TBD based on baseline Data Year: 2022-23 Data Source: Data Quest
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.52 Data Source: NWEA MAP	1.28 Years 2021-22 Data Source: NWEA MAP	1.19 Years 2022-23 Data Source: NWEA MAP	1.08 Years 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.67 Data Source: NWEA MAP	1.41 Years 2021-22 Data Source: NWEA MAP	1.32 Years 2022-23 Data Source: NWEA MAP	1.15 Years 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source:

					NWEA MAP
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 42% Data Source: CA Dashboard	69.3% Scoring Level 3 or 4 on ELPAC (2019-20 ELPAC test suspended due to COVID, no prior year score for ELPI calculations) Data Year: 2020-21 Data Source: DataQuest	2021-22: 55% Data Source: CA Dashboard	2022-23: 44% Data Source: CA Dashboard	High (Green) on current status of dashboard 55% Data Year: 2022-23 Data Source: CA Dashboard
EL Reclassification Rate	2019-20: 2.3% Data Source: CA Dashboard	15.7% (as of 4/15/22) Data Year: 2021-22 Data Source: SIS Demographics 2.5% (due to COVID assessment and instruction interruptions) Data Year: 2020-21 Data Source: DataQuest	15% Data Year: 2022-23 (as of 3/15/23) Data Source: SIS Demographics	11.4% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Demographics	15% Data Year: 2023-24 Data Source: SIS Demographics

Goal Analysis

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.

All Goal 1 actions were implemented as planned except, in 1.4 Services to Support Emerging Bilingual Students, we did not implement the support plan framework for newcomers. However, we differentiated our curriculum for newcomers, and we provided p.d. for our teachers on newcomer strategies. Successes and Challenges: In 1.1 Common Core-Aligned Instruction & Materials, we adopted a new curriculum for math and for reading. The math curriculum is conceptually based, and the reading program is based on the science of reading. The adoption has been a success. A related challenge has been, given the new curriculum, how we personalize instruction for students. We reflected mid-year on our implementation and made some adjustments to small-group instruction and student 1-to-1 coaching. Also in 1.1, with a new external curriculum, it was a challenge to figure out how to continue personalizing instruction. In math, we retooled the lessons to have a rotational model for the purpose of small group instruction. In Humanities, with Core Knowledge Language Arts (CKLA), we were responsive to student data in adding practices and removing unnecessary practices.

In 1.2 Personalized Learning, we are in Year 1 implementation of a new district curriculum. A success was that all teachers and leaders received professional development on the new curriculum and are implementing year one. A related challenge we anticipate is the need for support beyond year one, and we are considering how to develop additional professional development for continued support of the implementation and rollout. In 1.3 Special Education Supports, we had success in gathering cross discipline/provider aligned recommendations for students to ensure all providers are working on the full picture for increased student achievements. A related challenge has been the need for cross discipline/team assessment calendars. At times it is difficult to align all providers on a date. In 1.4 Services to Support Emerging Bilingual Students, a success to celebrate is that not only is designated ELD happening with fidelity, but based on school site observation and network observation data, it is occurring with higher quality instruction than ever before, responding to our focus on Principle 2 of the EL Roadmap. In addition to observation data, our Multilingual Learner leads, the school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the programs on their campuses. In terms of challenges for 1.4, we had planned a rollout of universal strategies to support Tier One instruction. Regional observation showed it was not a strong rollout, and we can do better next year. We plan to either go back to GLAD (Guided Language Acquisition Design) strategies implementation, which is more familiar, or to increase focus on implementation roll out for universal strategies. In 1.5 Love of Reading, a success has been that every student has access to culturally responsive text, they are library shopping and have access to new books weekly. We have had reading center incentives and celebrations throughout the year. A challenge was that we switched curricula, which made measurement of reading fundamentally harder. We started later than we would have liked on our specific reading campaigns. We have since adapted our assessments to address that challenge.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.3 Special Education Supports, there was a material difference (\$167,079) due to increased need for special education contractors due to staffing shortages. Contractors are more expensive than hiring internal staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 1.1 Common Core-aligned instruction & materials, 1.2 Personalized Learning, 1.3 Special Education Supports, and 1.5 Love of Reading Campaign actions have been effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we approached or exceeded our overall targets. Although we see growth, there is room for continued growth overall and for student groups, which we will continue working to address. We began implementing new curricula for reading and math in 2023-24. In the curriculum rollout, under Action 1.1, our goal for this year was to know we are implementing with fidelity. We expect to see and evaluate the results after a full year of implementation. Our internal data points for this year are around implementation, which is positive. We are planning for further implementation support in the 24-25 school year as well.

In 1.4 Services to Support Emerging Bilingual Learners, our annual goal is for 15% of students to meet all required criteria for reclassification each year. We also strive for at least 55% of students to demonstrate progress on the English Learner Progress Indicator (ELPI). In 2023, we had 44% of students making progress in the English Learner Progress Indicator. In 2023-24, we had a reclassification rate of 11.4% Data showing the full impact of this year’s LCAP goals and initiatives will be available in the summer. But our 23-24 internal observation data on implementation of ELD shows the highest quality implementation yet. Based on this information, we believe the action toward the goal was somewhat effective. In order to accelerate progress, we plan to continue this work and to either increase the focus on universal strategies for Tier One instruction or return to GLAD strategies implementation, which is under consideration.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. In 1.1 and 1.2, we added information about the adoption and implementation of a new Tier 2 Intervention curriculum. In 1.4 we added information on our ELD implementation for 24-25 within the context of a multi-year focus on the EL Roadmap. In 1.5 we changed the title to align with current initiatives.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

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% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
Number/% of total and EL teachers credentialed & properly assigned	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
% of adopted standards including ELD standards implemented	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 2 actions were implemented as planned except, in 2.2 Assessments, the first two bullet points did happen as planned, but we now use the term state test primer instead of interim assessments, and we used DIBELS and Amplify TRC instead of STEP and Fountas and Pinnell in order to better align to our curriculum. Successes and Challenges: In 2.1 Professional Development, a success was that our P.D. directly supported implementation of the new curriculum across all spaces. We partnered with external organizations to make this come to life. We held a mix of school-based and network regional p.d. In 2.1, a challenge was in differentiating for teachers, given we were all starting with the new curriculum (so that new vs. experienced teachers all had the same p.d.). One of the greatest successes in 2.2 Assessment was that we had highly experienced internal ELPAC proctors through strong staff retention. This was a great benefit for our students. In 2.2 Assessment, we wish we could have more internal proctors, but we do still have to use some external proctors. In 2.3 Data Days, our data analysis has led to gains in % of students on track in reading levels and to increases in end of unit module assessments as well. In 2.3 Data Days, it was challenging to adapt to some of the new reporting structures with the new curriculum, which reports would be most useful to incorporate. Our reading assessment, mCLASS, tracks across major skills, but doesn't give us specifics to the letter, so we learned we had to supplement. In 2.4 Coaching, we successfully leveraged regional cluster common planning to bring together grade levels. We also held successful leadership development clinics for site leaders to opt into. Additionally, we found success in the creation of a core block coaching look-fors playbook to guide coaching. In 2.4 Coaching, it was a challenge to adjust our intellectual prep structures to account for teachers' increased need for time to internalize new curriculum. In 2.5 Credentialing, We have seen many of our teachers pass their required tests and continue to support staff still working to meet program enrollment requirements. In terms of challenges, we have determined that National University is not the optimal partner for our Intern teachers. We will be directing new staff that require program enrollment to Reach University instead. In 2.6 Culturally Responsive Pedagogy, we saw success in holding in person Los Dichos to bring in families to read with students on a monthly basis. We also held academic community meetings to unpack the curriculum, discuss progress with families, and align on strategies to support our Rocketeers. We found success in providing windows and mirrors for Rocketeers through our classroom libraries and text selection. In 2.6 Culturally Responsive Pedagogy, a challenge was in adjusting to find high leverage places for personalization and modification for our new curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.2 Assessments, there was a material difference (\$13,201) because of increased expenses due to additional substitutes for testing. In 2.4 Coaching, there was a material difference (-\$76,555) because fewer Assistant Principals on staff vs. plan resulted in lower coaching expenses.

In 2.5 Teacher Credentialing there was a material difference (\$3,941) because expenses were higher than anticipated; budget was too low.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials

provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. We combined the previous Assessment and Data Days actions into 2.2 Data Driven Instructional Practices to better capture the data cycle. In 2.4 we updated the description to reflect our new partnership with Reach University and our work to strengthen our internal career pathway, also in partnership with Reach. In 2.5, we updated the description to more succinctly reflect our ongoing implementation of culturally responsive pedagogical practices.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

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 Data Year: 2019-20 Data Source: Local Indicators	Met Data Year: 2020-21 Data Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators

% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.	92% Data Year: 2021-22 Data Source: Internal Survey	81% Data Year: 2022-23 Data Source: Internal Survey	82% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.	96% Data Year: 2021-22 Data Source: Annual Parent Survey	77% Data Year: 2022-23 Data Source: Annual Parent Survey	92% Data Year: 2023-24 Data Source: Annual Parent Survey	85% Data Year: 2023-24 Data Source: Annual Parent Survey

Goal Analysis

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.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Business Operations Manager, based on our internal metrics for operations systems, we improved operations significantly this year. Highlights of this success include improvements in safety, joy, and efficiency at recess. We surveyed in Fall 2023 and again in December 2023, and we saw improvement and 80%+ satisfaction in these categories. In 3.2 School Maintenance, this year we expanded our network team for facilities maintenance. Although we successfully added one staff member, we struggled to fill the third role, which impacted our ability to address all needs in the most expeditious manner possible. In 3.3 Operations Specialists, a challenge has been traffic control and parent compliance in arrivals and dismissals. We were asked to remove our staff from the major street outside of campus after a traffic accident impacted a staff member at another campus. Without staff directing traffic, the exit lane is not running as smoothly. We are currently starting a campaign to try and get a city crossing guard. Also in 3.3 Operations Specialists, staffing has at times been a challenge when we haven't had enough or suitably qualified candidates. In response, we adapted our schedule when needed to maximize coverage by existing staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.4 Operations Specialists there was a material difference (\$98,149) due to additional operations support needed, and hourly rates higher than planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The School Maintenance action was effective as evidenced by the Do facilities meet the "good repair" standard: Met.

The Business Operations Manager, Custodial Services & Supplies, and Operations Specialists actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 82% and % of families feel campus is safe: 92%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work.

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.

In 3.1 we updated the action to include the Operations Specialist role in addition to the Business Operations Manager. In 3.2 we added janitorial services to the description so the action will encompass maintenance and janitorial. In 3.3, we shifted the focus from janitorial services to safety trainings. In 3.4 we shifted the focus to describe systems of staff development and continuous improvement in operations.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 3-Parent Engagement; 5-Student Engagement; 6-School Climate; and 7-Course Access.

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 2020-21 data due to pandemic school closure	74% Data Year: 2021-22 Data Source: Internal Survey	83% Data Year: 2022-23 Data Source: Internal Survey	86% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of families connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	81% Data Year: 2020-21 Data Source: Internal Survey	86% Data Year: 2021-22 Data Source: Annual Parent Survey	82% Data Year: 2022-23 Data Source: Annual Parent Survey	85% Data Year: 2023-24 Data Source: Annual Parent Survey	85% Data Year: 2023-24 Data Source: Annual Parent Survey
Portion of parents with input into decision making (Parent survey participation rate)	100% Data Year: 2020-21 Data Source: Internal Survey	100% Data Year: 2021-22 Data Source: Internal Survey	69% Data Year: 2022-23 Data Source: Internal Survey	100% Data Year: 2023-24 Data Source: Internal Survey	90% Data Year: 2023-24 Data Source: Internal Survey
Chronic Absenteeism rate for all students	2018-19 All Students: 11.4%	All Students: 39.1%	All Students: 32%	All Students: 20.3%	All Students: 10%

<p>and all significant subgroups</p>	<p>English Learners: 11.1% Low Income: 11.8% Students with Disabilities: 14% Asian: 2.3% Hispanic/Latinx: 14.2% Data Source: CA Dashboard</p>	<p>English Learners: 34.7% Low Income: 39.0% Students with Disabilities: 28.3% Asian: 16.1% Black or African American: 21.1% Hispanic/Latinx: 48.3% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports</p>	<p>English Learners: 33.2% Low Income: 31.3% Students with Disabilities: 29.8% Asian: 17.1% Hispanic/Latinx: 41.6% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Attendance Reports</p>	<p>English Learners: 20.5% Low Income: 19.1% Students with Disabilities: 18.6% Homeless: 32.6% Asian: 9.2% Black: 30.0% Hispanic/Latinx: 25.5% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Attendance Reports</p>	<p>English Learners: 10% Low Income: 10% Students with Disabilities: 10% Asian: 10% Black or African American: 10% Hispanic/Latinx: 10% White: 10% Data Year: 2023-24 Data Source: SIS Attendance Reports</p>
<p>Suspension rate for all students and all significant subgroups</p>	<p>2018-19: All students: 0.6% English Learners: 0.6% Low Income: 0.8% Students with Disabilities: 6% Asian: 0% Hispanic/Latinx: 0.9% Data Source: CA Dashboard</p>	<p>All Students: 0.0% English Learners: 0.0% Low Income: 0.0% Students with Disabilities: 0.0% Asian: 0.0% Black or African American: 0.0%</p>	<p>All Students: 0.0% English Learners: 0.0% Low Income: 0.0% Students with Disabilities: 0.0% Asian: 0.0%</p>	<p>All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Asian: 0% Hispanic/Latinx: 0% Data Year: 2023-24 (as of 3/29/24)</p>	<p>All Students: 0.5% English Learners: 0.5% Low Income: 0.5% Students with Disabilities: 0.5% Asian: 0.5%</p>

		Hispanic/Latinx: 0.0% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Discipline Reports	Hispanic/Latinx: 0.0% Data Year: 2022-23 (as of 4/15/23) Data Source: SIS Discipline Reports	Data Source: SIS Discipline Reports	Black or African American: 0.5% Hispanic/Latinx: 0.5% White: 0.5% Data Year: 2023-24 Data Source: SIS Discipline Reports
Expulsion rate for all students and all significant subgroups	2018-19: 0% Data Source: CA Dashboard	0% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Discipline Reports	0% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 Data Source: SIS Discipline Reports
Average Daily Attendance	2018-19: 95.4% Data Source: SIS Attendance Reports	90.7% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports	91.9% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Attendance Reports	93.7% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Attendance Reports	95% Data Year: 2023-24 Data Source: SIS Attendance Reports
% of students with access to a broad course of study, including unduplicated students and students with exceptional needs	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 4 actions were implemented as planned except, in 4.3 Social Emotional Learning, we have a full time Wellness Counselor, but we did not add the Wellness Counselor Intern. Successes and Challenges: In 4.1 Enrichment, we successfully offered PE, Art and Dance, and we had a high enrichment teacher retention rate, suggesting teacher satisfaction. In 4.2 Field Trips, we successfully had every single 4th and 5th grade cohort at each RPS campus attend science camp this year. We had many successes in 4.4 Care Corps. Our reach of families has grown threefold this year across the network. We have been able this year to increase our caseloads to 15 families per school, every nine weeks, serving those with the most severe needs and high chronic absenteeism. The work of our Care Corps Coordinator and our Wellness Counselor have been instrumental in helping our students maintain high attendance. Care Corps is integrated with the attendance escalation process, in collaboration with the Regional Attendance Review Board. Across our 13 CA schools, we serve close to 585 families served per year through case management care coordination services. Staff had weekly check-ins with parents, offered community referrals to organizations to meet needs, referred as needed and paid registration to Parent Project (a series of helpful parent workshops offered through the District Attorney office). Care Corps partnered with our school leadership team to share student progress and provide feedback to leverage support of all stakeholders on campus and communicate how they can additionally support, especially when attendance was affected. One big challenge we experienced in 4.4 Care Corps is that there is a high emotional toll on our team when community partners have insufficient resources to help our students. It is very difficult, when we see that families are living in a car, in a tent, doubled, or tripled up in housing, and we are faced with the lack of housing options in the community to help them. Often this year we found that shelters had wait lists, there were no more hotel vouchers available, and hotline for referrals had a two-week waitlist. Another challenge has been helping parents to ask for resources to meet their own needs which would facilitate care coordination services for the entire family.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 Enrichment, there was a material difference (\$231,646) because after school programming expenses were higher vs. plan.

In 4.2 Field Trips, there was a material difference (\$21,299) because Science camp expenses were higher vs. what was initially planned. In 4.4 Care Corps, there was a material difference (-\$9,856) because Care Corp compensation expenses differed from what was planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (86%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). Our mental health provider has been instrumental in this success, as have our staff supporting student behavior. We know from surveys that student satisfaction is high. Internal observation data shows that our SEL implementation is strong and one of the best in our network. While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Field Trips actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by Average Daily Attendance (93.7%), by Chronic Absenteeism rate for all students and all significant subgroups (20.3% overall), and by 85% of parents who report feeling connected (As measured by parent survey question, "My Rocketship school has a strong and committed community that actively

encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%). Although the ADA is lower and Chronic absenteeism much higher than in a typical pre-pandemic year, the pandemic continues to bring unprecedented challenges to attendance, and we see that the actions made a big difference in supporting attendance despite this challenge.

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.

In 4.4 we updated the Care Corps description to include the initiatives begun under our Community Schools program.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priority 3-Parent Engagement.

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)	86% Data Year 2020--21 Data Source: Internal HelpCounter Data	82% Data Year 2021-22 (As of 4/22/22) Data Source: Internal HelpCounter Data	89% Data Year 2022-23 (As of 4/14/23) Data Source: Internal HelpCounter Data	82% Data Year 2023-24 (As of 5/3/24) Data Source: Internal HelpCounter Data	90% Data Year 2023--24 Data Source: Internal HelpCounter Data
% Home visits completed	99% Data Year 2020--21 Data Source: Internal Survey Data	100% Data Year 2021-22 Data Source: Internal Data	100% Data Year 2022-23 Data Source: Internal Data	97% Data Year 2023-24 Data Source: Internal Data	95% Data Year 2023-24 Data Source: Internal Data

<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>	<p>94% Data Year 2020--21 Data Source: Annual Parent Survey</p>	<p>88% Data Year 2021-22 Data Source: Annual Parent Survey</p>	<p>83% Data Year 2022-23 Data Source: Annual Parent Survey</p>	<p>83% Data Year 2023-24 Data Source: Annual Parent Survey</p>	<p>89% Data Year 2023-24 Data Source: Annual Parent Survey</p>
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Goal Analysis

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.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1, we had success in surveying families during the summer and then again in Spring to find out what families would like to have in terms of family engagement events. Conducting two surveys instead of the usual one survey allowed for schools to receive feedback, implement it, and seek additional feedback. Based on this data, we implemented cultural celebrations, including celebrations of Hispanic Heritage, Lunar New Year, and Black History. Our priority this year was engaging families through different processes and systems, and our cultural celebrations were a big part of this. We also offered a Zoom option for Cafecitos, and we held some hybrid academic family meetings, which provided additional flexibility for families. We surveyed families on whether orientation was a meaningful experience, and satisfaction was high, another success in family engagement. In 5.1, a challenge we are considering is how to make sure that all of our families are able to come to the events. We wish to engage more of the families that need the most support--for example, families of students that are truant or chronically absent, and not just the same already involved families. In 5.3, a challenge continues to be language barriers for staff in conducting home visits (which we addressed through teaming up team members and using translation tools where needed), and finding sufficient time for home visits since we are once again doing fully in-person home visits. In 5.4 Los Dichos, we have had successful family outreach and participation across our Rocketship schools. Across all 13 schools, we've averaged about ~3 family members per classroom and this exceeds our goal of 2 family members per classroom. We had over 3,600 volunteers between September and March so far! We've improved our curriculum to ensure that all books are accessible in Spanish and Vietnamese (vs Spanish only in the past) to reflect the primary home languages spoken in our schools. A success was the inclusion of a broad range of family members in the program--grandpas, cousins, aunties, uncles. A meaningful experience for everyone, and especially for families who could engage in their primary language. In 5.5 Los Dichos, our increased family engagement has made finding space to hold trainings at our school sites sometimes challenging. We need to work with school leaders to ensure our training space is large enough to hold all family participants. Some schools have higher parent turnout than others, we want to support all schools to have consistent family readers each month. RRS is proud to have had the largest number of Los Dichos readers of all schools in the network.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.4 Los Dichos there was a material difference (-\$3,230) because funds were budgeted in case expenses materialized. This is primarily a volunteer program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent involvement and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (82%).

Parent Outreach was effective as evidenced by % Home visits completed (97%)

School Leadership Team was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (83%).

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.

We reorganized our actions within Goal 5 to better align with the facets of our family engagement initiatives. We also added an Attendance Initiatives action to communicate the important work being done to increase or maintain high attendance and reduce chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 Rising Stars Academy	Alberto Perez, Principal	Info_rrs@rsed.org ; (408) 677-4879

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Rocketship Rising Stars (RRS) opened in August 2016. It’s the tenth Rocketship campus to open in San Jose. It serves 593 students. In 2024-25, RRS will serve students in grades TK-4. Approximately 73.7% of the students are socioeconomically disadvantaged, 52.3% are English learners, 62.9% are Hispanic/Latinx and 31% are Asian. Additionally, 7.8% of students qualify for special education services.

Rising Stars 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 Rising Stars’ 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 Rising Stars 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.

All Rocketship campuses share four core values -- respect, responsibility, empathy and persistence — and develop a fifth core value as a community. At RRS, this fifth core value is Advocacy.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Rising Stars 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 be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as 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 Rising Stars 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RRS has identified a success in English Language Arts (Blue, +30.1). We will build on this success by implementing action 1.1 Personalized Learning.

RRS has identified a success in Mathematics (Green, +43.2). We will build on this success by implementing action 1.1 Personalized Learning.

RRS has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

RRS has identified a need in English Learner Progress (Red, 44.2%). We will address this need by implementing Required Action 1.3 Services to Support Multilingual Students.

RRS has identified a need in Chronic Absenteeism for the Students with Disabilities (Red, 31.7%) student group. We will address this need by implementing Required Action 1.2 Special Education Supports. RRS has identified a need in Chronic Absenteeism for the English Learner (Red, 32%) student group. We will address this need by implementing Required Action 5.5 Attendance Initiatives.

ATSI

In the 2023-24 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2023 California School Dashboard, students with disabilities were in the lowest status level for all but one of the state indicators. Students with disabilities were in the lowest status level for chronic absenteeism and in the highest status level (Very Low level--0%) for suspension. No academic indicators were generated for this subgroup due to fewer than thirty students enrolled in grades that take the CAASPP assessments. This plan will address ways to improve our school and student outcomes for students with disabilities in particular, based on a needs assessment and identification of resource inequities.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

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.

Rocketship Rising Stars Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Rising Stars Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Rising Stars Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	<p>The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RRS based on the CA School Dashboard for 2023 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP input and consultation on 10/11/23, 12/6/23, and 3/20/24. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. We conducted an RCAB meeting on 5/13/24 to gather more community partner feedback and collaboration around how Care Corps can best support attendance and reduce chronic absenteeism. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 6/4/24.</p> <p>Our board meets quarterly 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 29, 2024. The LCAP was adopted on June 16, 2024.</p>
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings (10/18/23) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal--Cafecitos (8/17/23, 9/6/23, 10/5/23, 11/16/23, 2/7/24, 3/6/24) community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 4-27).
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (March 4-8).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goal 1:

In our Services to Support Multilingual Learners (Action 1.4), we received feedback from our multilingual families on the need to increase program awareness for families, beginning with what is the process for identifying multilingual families and then what supports are in place

and available for multilingual students, and actions that families can take at home to support their student. As a result of this feedback, we added ELAC ambassadors--a parent representative in the SSC for multilingual families (see Action 5.2 Family Advocacy and Leadership). In 1.4 Services to Support Emerging Bilingual Students, our Multilingual Learner leads, school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the Designated English Language Development programs on their campuses, supporting the effectiveness of this action. ELAC feedback indicates that members appreciate Designated and Integrated ELD, they love our anchor charts and how we provide differentiated instruction to their students, supporting the continuation of Action 1.4. Student survey data indicates they love learning (85-90%), and parent feedback indicates they appreciate our results for students, two strong indicators of success in Goal 1.

Goal 2:

In High Quality Research Based Curriculum (Action 2.1), we received positive feedback from teachers regarding the extensive resources that come with the new ELA and Math curriculum. Similarly, families appreciate the robust family resources, including communications and videos. Students have shared that they like the use of manipulatives in math learning, and they appreciate the additional time in small group instruction they receive under the new curriculum. Based in part on this feedback, we will be continuing to utilize the new curriculum and look forward to year two of implementation, and we plan to pilot a Tier 1 curriculum for grades 3-5 in hopes that it will have similarly positive results. We received teacher feedback pointing to the need to change our teacher preparation program partner (Action 2.4 Teacher Credentialing). We received input from our school leaders, teachers, and staff on the effectiveness of our assessments (2.3 Data Driven Instructional Practices). They are very happy with the high retention of assessment proctors, leading to increased familiarity and stronger skills and knowledge base. We heard similar input from our Multilingual Learner leads. We also got feedback from ETS and our state success agent that we have improved in our implementation. We attribute this success to having in-person training and practice on the technical aspects of the administration. Teachers have appreciated the shorter amount of time it takes to administer reading assessments and the increase in rigor aligned to Common Core of our math assessments. Teacher feedback indicates they appreciate, over the years, how we are taking their feedback and immediately addressing it. They appreciate the push for reasonable work life balance.

Goal 3:

Based on staff and family feedback, we improved significantly this year in our Operations. Highlights of this success include improvements in safety, joy, and efficiency at recess. Our parent feedback indicates they would like more support and simpler procedures in the arrival and dismissal systems, which we will address through Action 3.4 School Wide Operational Procedures and Routines. Based on this feedback, we plan to continue implementing the actions of Goal 3. In our Fall 2023 family survey, we evaluated safety and effectiveness of our drop off and pick up procedures and our school providing a safe learning environment. We surveyed again in December, and improved and exceeded 80% satisfaction in these categories. This input supported the effectiveness of our Goal 3 actions. Student survey data indicates they feel safe (85-90%), and parent feedback indicates they appreciate our focus on safety, two strong indicators of success in Goal 3.

Goal 4:

The Care Corps team continually seeks input from families on any help needed in meeting basic needs, and family input continues to show a great need among families for services such as food, shelter, medical, and other resources. In response, we expanded our Care Corps program and integrated the Community Schools program with it so that we can support more families with wrap-around services (Care Corps Action 4.4). Student survey data indicates they are joyful (85-90%), and parent feedback indicates they appreciate our focus on the whole child, two strong indicators of success in Goal 4.

Goal 5:

During the implementation of the new Math and Reading curriculum described in Goal 1, Action 1, we heard from families that although there is much they appreciate about the program, some of the content is taught in ways different than they learned it. To address this, we're having academic community meetings about the curriculum and sharing ways parents can support students at home, as part of Family Engagement (Action 5.1). In 23-24 we added a fall mini-survey in addition to our annual Spring family survey. Our intent was to get feedback after the first 30 days of the school year and be able to make timely adjustments before surveying again in Spring. The valuable feedback received led to several plan improvements. First, we plan to continue the fall mini-survey as part of our family engagement. Additionally, we learned that orientation was a meaningful experience for our families, so we plan to continue this event. Next, in asking what additional family engagement events they would like to have, we learned that families would like to have cultural celebrations. We implemented many cultural celebrations throughout the year and plan to continue these in the coming year, based on positive family feedback (Action 5.1 Family Engagement). Parent feedback indicates they love our staff and appreciate them, an important indicator of effectiveness of Goal 5.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

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. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	<p>CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: CA Dashboard</p>	<p>All Students: 64.5%</p> <p>English Learners: 44.9%</p> <p>Low Income: 62.7%</p> <p>Students with Disabilities: 28.6%</p> <p>Asian: 92.3%</p> <p>Hispanic/Latinx: 52.8%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>70%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]
1.2	<p>CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: CA Dashboard</p>	<p>All Students: 65.4%</p> <p>English Learners: 39.4%</p> <p>Low Income: 65.1%</p> <p>Students with Disabilities: 7.1%</p> <p>Asian: 92.4%</p> <p>Hispanic/Latinx: 52.4%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>70%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	N/A	[Insert outcome here]	[Insert outcome here]	31% Data Year: 2025-26	[Insert current difference from baseline here]
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	1.08 Years 2023-24			1.2 Years Data Year: 2026-27	
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.15 Years 2023-24			1.2 Years Data Year: 2026-27	
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	44% Data Year: 2022-23			55% Data Year: 2025-26	

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	11.4% Data Year: 2023-24 (as of 3/29/24)			15% Data Year: 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Personalized Learning	<p>RRS's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Title I funds are used for tutors and teacher assistants who provide small group instruction during the school day in order to fill learning gaps and accelerate learning. 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 Intervention 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 classroom 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 students in Special Education.</p> <p>We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 24-25, we will be in year two of implementing a new Humanities/ELA intervention curriculum. Participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-4 students.</p> <p>Title I Evidence-Based Strategies</p>	<p>\$ 857,973 (\$ 176,093 Title I)</p>	Yes
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		The Personalized Learning action, as described above, combines adaptive intervention curriculum for learning acceleration with high quality tutoring in a small group setting. These evidence-based educational strategies are designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards. During learning lab time, all students utilize adaptive online learning platforms to fill gaps and accelerate learning. Title I-funded tutors pull small groups of students for tutoring based on assessment data, targeting students most in need of academic support, including low income students, English learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.		
1.2	Special Education Supports	Although RRS runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. 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. This action will include supports as needed to ensure regular attendance of our Students with Disabilities .	\$ 562,526	No

1.3	Services to Support Multilingual Students	<p>Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to grade 5. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year.</p> <p>Last year 23-24, we built on EL Roadmap Principle 1 and focused on EL Roadmap Principle 2 by investing in intellectual quality of instruction and meaningful access, which included embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helped us identify opportunities to elevate our practices and innovate in services of educational equity.</p> <p>To amplify the implementation of Integrated ELD, we used “Universal Strategies” to provide access to content. Designated ELD focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons were differentiated for newcomers. Teachers also increased their knowledge on newcomers strategies through campus held professional development and modules.</p> <p>We invested in formative assessment to monitor progress towards both of our program goals, making progress towards English proficiency and mastery of grade level standards. We measured student progress in Lexia English (units and levels) to ensure that students stay on track to achieve their ELPAC growth goals. In addition to Lexia English, we used formative assessments aligned to the ELD standards such as piloting the ELPAC Interim Assessments (Writing Domain only in non standardized testing) to measure movement along the language proficiency continuum.</p>	\$ 41,203	No
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		<p>In 24.25 we will continue to build on EL Roadmap Principle 2 by continuing to explicitly teach ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We will revamp our rollout plan for Universal Strategies to strategically respond to the needs of all campuses and provide resources and support for its integration in all learning spaces, and/or elevate teacher practice on GLAD strategies through professional development and coaching support. We will continue to invest in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice.</p> <p>In engaging families of multilingual learners and strengthening our schools' partnership with them, our school will continue to elect an ELAC Ambassador to represent multilingual learners in SSC and other spaces. To develop their knowledge on the multilingual learners program, ELAC Ambassadors will meet three times a year and attend walkthroughs on campus to observe instruction, including social emotional learning. During SSC/ELAC meetings, ELAC Ambassadors will lead the conversation with schools on multilingual learners support and achievement. They will have multiple opportunities to collaborate with their schools to increase at home support, and advocate for high quality instruction. This action has been specifically designed to support the needs of our English learners..</p>		
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1.4	Rocketship Reads	Rocketship Rising Stars will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving assessment scores, nurturing lifelong learning, and engaging families in reading events. This will include working with our teachers and all staff members on modeling reading as an everyday activity, using culturally responsive texts to inform them and allow them to build connections to the different cultures within the Rising Stars community. Students read books and share about them with their peers. We have special readings students can do aligned to monthly themes, such as Hispanic Heritage, Black History, Women’s History, Asian American Pacific Islander Month, and more. We also engage students with reading through a bedtime story series, with teachers and parents reading and posting favorite stories online.	\$ 113,018	Yes
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	High Quality, Research-based Curriculum	<p>The RRS 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. [School] operates an inclusion model and therefore this core 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. RRS 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. For 24-25, we will continue the implementation of the math curriculum and k-2 reading begun in 23-24, and we plan to pilot a Tier 1 reading curriculum for grades 3-5.</p>	\$ 47,033	No
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2.2	Professional Development	<p>Professional Development is a critical component of the RRS program. We will continue to implement a comprehensive program of 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 will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs.</p> <p>Summer PD</p> <p>Each summer, RRS 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, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.</p> <p>Thursday PD</p> <p>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>Professional Development Fund</p> <p>RRS has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RRS 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.</p>	\$ 242,407	Yes
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2.3	Data Driven Instructional Practices	<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"> • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS 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) • Initial and summative Alternative ELPAC for English Learners with severe cognitive disabilities <p>Following administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RRS 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>	\$ 69,457	Yes
2.4	Instructional Coaching	<p>The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RRS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. 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>	\$ 219,551	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that will provide staff with an Early Completion option and a traditional two year route to earning their Preliminary Credential. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 24-25 school year.	\$ 25,594	No
2.6	Culturally Responsive Pedagogy	RRS is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. 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.	\$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the "good repair" standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	82% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	92% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	85% Data Year: 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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3.1	Operations Staffing & Development	<p>Our school 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. Our BOM serves as safety lead for campus, planning and leading safety training 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.</p> <p>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.</p>	\$ 532,585	Yes
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3.2	Facilities Maintenance	<p>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>Our school 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> <p>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>	\$ 261,707	No
3.3	Safety Training	<p>We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.</p>	\$ 17,254	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their 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. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No
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Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

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. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	86% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23			100% Data Year: 2025-26	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	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, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. 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.	\$ 210,417	Yes
4.2	Outdoor Education and Community Experiences	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 from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go 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.	\$ 62,249	Yes

4.3	Social Emotional Learning	<p>At Rocketship Rising Stars we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Rising Stars core values: respect, responsibility, persistence, empathy, and advocacy. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.</p> <p>In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.</p>	\$ 168,910	No
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		<p>Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed.</p> <p>We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling 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.</p>		
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4.4	Care Corps	<p>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 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 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. We have expanded our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We conduct health screenings for all students, including vision, hearing, and dental. We partner with an outside organization to provide families with immunizations. We have four main initiatives:</p> <p>Food Distribution: We service 800 families every month across San Jose and East Bay.</p> <p>Pop Up Closet: Free clothing families can access either at food distribution sites or on campus.</p> <p>Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example).</p> <p>Health Screenings: The team of providers works 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 Schools program also includes a program to address chronic absenteeism.</p>	\$ 78,791	No
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Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

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. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	93.7% Data Year: 2023-24 (as of 3/29/24)	[Insert outcome here]	[Insert outcome here]	95% Data Year: 2026-27	[Insert current difference from baseline here]

5.2	<p>Chronic Absenteeism rate for all students and all significant subgroups</p> <p>Data Source: SIS Attendance Reports</p>	<p>All Students: 20.3%</p> <p>English Learners: 20.5%</p> <p>Low Income: 19.1%</p> <p>Students with Disabilities: 18.6%</p> <p>Homeless: 32.6%</p> <p>Asian: 9.2%</p> <p>Black: 30.0%</p> <p>Hispanic/Latinx: 25.5%</p> <p>Data Year: 2023-24 (as of 3/29/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>All Students: 10%</p> <p>Data Year: 2026-27</p>	[Insert current difference from baseline here]
5.3	<p>% of parents are involved (% parents on track to complete participation hours)</p> <p>Data Source: Internal HelpCounter Data</p>	<p>82%</p> <p>Data Year 2023-24 (as of 5/3/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>90%</p> <p>Data Year 2026-27</p>	[Insert current difference from baseline here]

5.4	<p>% Home visits completed</p> <p>Data Source: Internal Data</p>	<p>97%</p> <p>Data Year 2023-24</p>			<p>95%</p> <p>Data Year 2026-27</p>	
5.5	<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p> <p>Data Source: Annual Parent Survey</p>	<p>83%</p> <p>Data Year 2023-24</p>			<p>89%</p> <p>Data Year 2026-27</p>	
5.6	<p>% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)</p> <p>Data Source: Annual Parent Survey</p>	<p>85%</p> <p>Data Year: 2023-24</p>			<p>85%</p> <p>Data Year 2026-27</p>	

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	100% Data Year: 2023-24			90% Data Year 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	Family Engagement	<p>We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including:</p> <p>Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year.</p> <p>Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party.</p> <p>Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders.</p> <p>Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.</p>	\$ 107,214	Yes
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Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement.

College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.

Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.

5.2	Family Advocacy and Leadership	<p>In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond.</p> <p>Advocacy opportunities for all families include:</p> <p>School Site Council (SSC) and English Learner Advisory Committee (ELAC):</p> <p>SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners.</p> <p>Regional Advisory Board: 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> <p>California Leadership Organizing Committee (CLOC):</p> <p>The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.</p>	\$0	No
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5.3	School-Family Partnership	<p>Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents 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 parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums.</p> <p>Through the Care Corps program, schools 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>	\$ 54,911	No
5.4	Los Dichos	<p>Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the 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 or Vietnamese 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 Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.</p>	\$ 18,527	No

5.5	Attendance Initiatives	<p>We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I includes positive attendance incentives and daily contacts made for any absent students. Tier II supports begin once a student misses 2+ days within the week, with added outreach, action planning, and notifications provided. Tier III supports, which begin when a student is identified as chronically absent or truant, incorporate intensive supports and team-based monitoring that as needed can involve our formalized process of School Attendance Review Team (SART) potential referrals to our Regional Attendance Review Board (RARB). We work to ensure that our systems and process are followed with fidelity so that attendance barriers are addressed and families are equipped with resources to improve attendance. This action will support the needs of our English learners, by providing outreach, intensive supports and team-based monitoring for students in need of support in the area of attendance.</p>	\$ 48,822	No
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Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 1,987,775	\$212,440

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
30.75%	0%	\$0	30.75%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching</p>	<p>In reviewing the 2023 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at green level for ELA (EL -25.4 and SED -29.6) and blue level in Math (EL +39.3 and SED +38.3). We had red level performance in 2023 on the English Learner Progress Indicator, with 44.2% of students making progress towards English language proficiency. In 2023-24, our EL Reclassification rate was 11.4% as of 3/29/24. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.</p>	<p>Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship 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 Driven Instructional Practices provide high quality assessments and 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 instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math</p>	<p>1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate</p>
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<p>3.1 Operations Staffing & Development 4.1 Enrichment 4.2 Field Trips</p>	<p>In 2023, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2024 survey results showed that 82% of students feel safe on campus and 86% of students feel connected to at least one staff member. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.</p>	<p>will benefit, they are LEA-wide actions.</p> <p>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, and progress yet to be made. Operations Staffing & Development is an action designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--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. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.</p>	<p>3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate</p>
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5.1 Family Engagement	<p>Our 2024 survey and internal data showed that 83% of parents were satisfied with their school, 82% of parents were involved in their school, 97% of families received home visits. 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.</p>	<p>A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all families will benefit, they are LEA-wide actions.</p>	<p>5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>
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Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Rising Stars Academy is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RRS does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

California Department of Education
November 2023

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,463,494	\$ 1,987,775	30.75%	0.000%	30.75%	\$ 2,010,238	0.000%	31.10%	Total:	\$ 2,010,238
								LEA-wide Total:	\$ 2,010,238
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RRS	\$ 453,339	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RRS	\$ 113,018	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RRS	\$ 242,407	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RRS	\$ 69,457	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RRS	\$ 219,551	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RRS	\$ 532,585	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RRS	\$ 210,417	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RRS	\$ 62,249	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RRS	\$ 107,214	0.000%
							\$ -	0.000%
							\$ -	0.000%
							\$ -	0.000%
							\$ -	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,695,071.08	\$ 4,132,747.65

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Standards-Aligned Instruction & Materials	No	\$ 104,961	\$ 106,141
1	2	Personalized Learning	Yes	\$ 808,058	\$ 807,362
1	3	Special Education Supports	No	\$ 242,410	\$ 409,489
1	4	Services to Support Emerging Bilingual Students	No	\$ 38,618	\$ 36,315
1	5	Reading Engagement	Yes	\$ 6,143	\$ 5,835
2	1	Professional Development	Yes	\$ 209,940	\$ 197,941
2	2	Assessments	Yes	\$ 18,948	\$ 32,149
2	3	Data Days	Yes	\$ 43,636	\$ 43,181
2	4	Coaching	Yes	\$ 429,421	\$ 352,866
2	5	Teacher Credentialing	No	\$ 25,594	\$ 29,535
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 115,613
3	2	School Maintenance	No	\$ 193,440	\$ 196,095
3	3	Custodial Service and Supplies	No	\$ 101,400	\$ 107,415
3	4	Operations Specialists	Yes	\$ 389,132	\$ 487,281
4	1	Enrichment	Yes	\$ 682,455	\$ 914,101
4	2	Field Trips	Yes	\$ 40,950	\$ 62,249
4	3	Social Emotional Learning	Yes	\$ 28,879	\$ 30,515
4	4	CareCorp	No	\$ 82,930	\$ 73,074
5	1	Family Involvement	No	\$ 9,891	\$ 9,237
5	2	Family Outreach	Yes	\$ 9,432	\$ 9,273

5	3	School Leadership Team	No	\$ 104,079	\$ 105,310
5	4	Los Dichos	No	\$ 5,000	\$ 1,770

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 2,068,472	\$ 1,879,550	\$ 2,072,922	\$ (193,372)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Personalized Learning	Yes	\$ 521,712	\$ 608,552.28	0.00%	0.00%
1	5	Reading Engagement	Yes	\$ 6,143	\$ 5,835.38	0.00%	0.00%
2	1	Professional Development	Yes	\$ 198,798	\$ 197,940.87	0.00%	0.00%
2	2	Assessments	Yes	\$ 18,948	\$ 32,149.30	0.00%	0.00%
2	3	Data Days	Yes	\$ 40,967	\$ 43,181.14	0.00%	0.00%
2	4	Coaching	Yes	\$ 325,348	\$ 352,865.54	0.00%	0.00%
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 115,612.74	0.00%	0.00%
3	4	Operations Specialists	Yes	\$ 336,319	\$ 487,280.70	0.00%	0.00%
4	1	Enrichment	Yes	\$ 232,300	\$ 127,466.84	0.00%	0.00%
4	2	Field Trips	Yes	\$ 40,950	\$ 62,249.00	0.00%	0.00%
4	3	Social Emotional Learning	Yes	\$ 28,879	\$ 30,515.24	0.00%	0.00%
5	2	Family Outreach	Yes	\$ 9,432	\$ 9,273.21	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 6,145,011	\$ 2,068,472	0.00%	33.66%	\$ 2,072,922	0.00%	33.73%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

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 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Si Se Puede

CDS Code: 43-10439-0119024

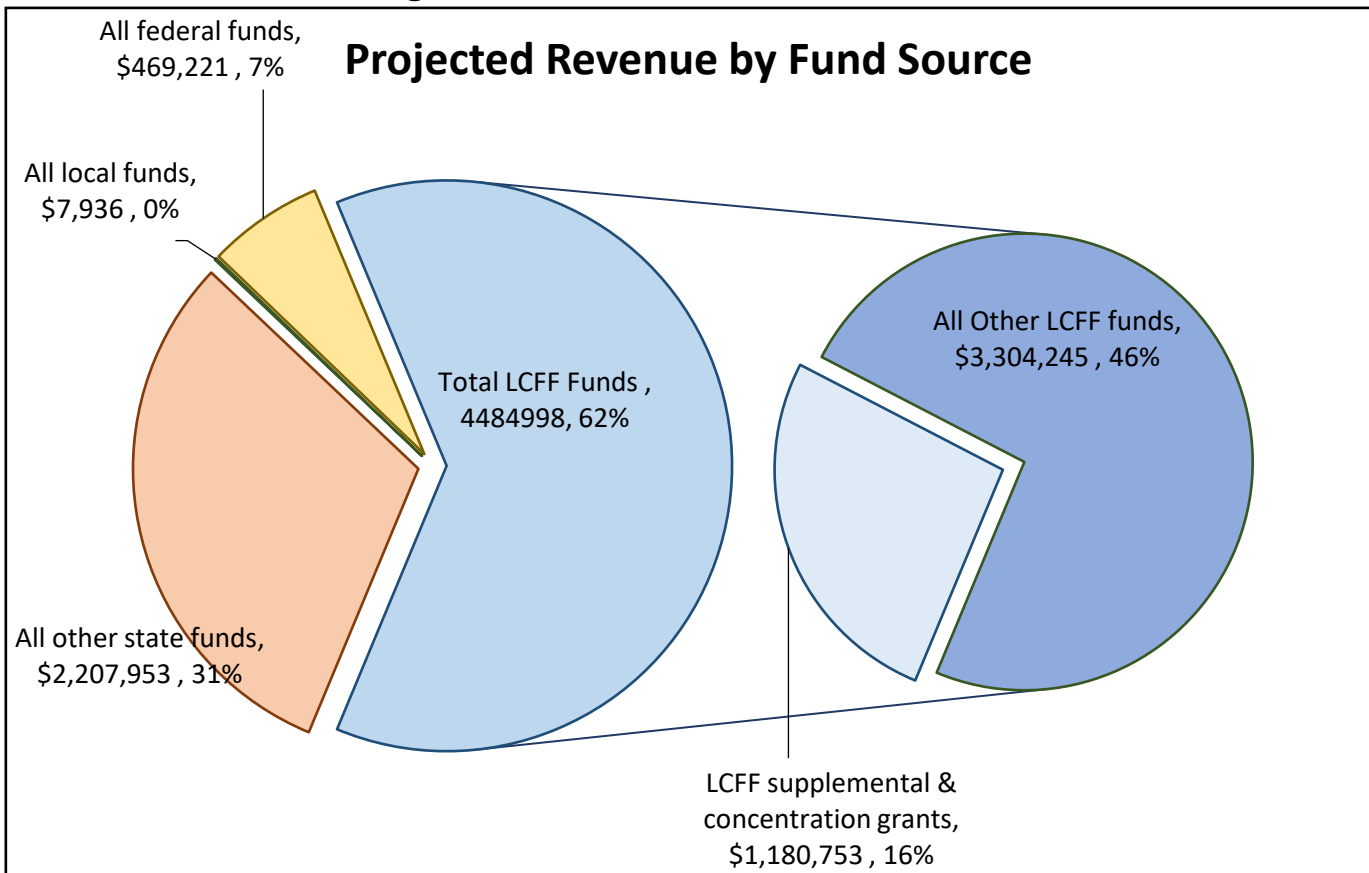
School Year: 2024-25

LEA contact information: Benjamin Carson 501-258-7831 bcarson@rsed.org

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 2024-25 School Year

Projected Revenue by Fund Source

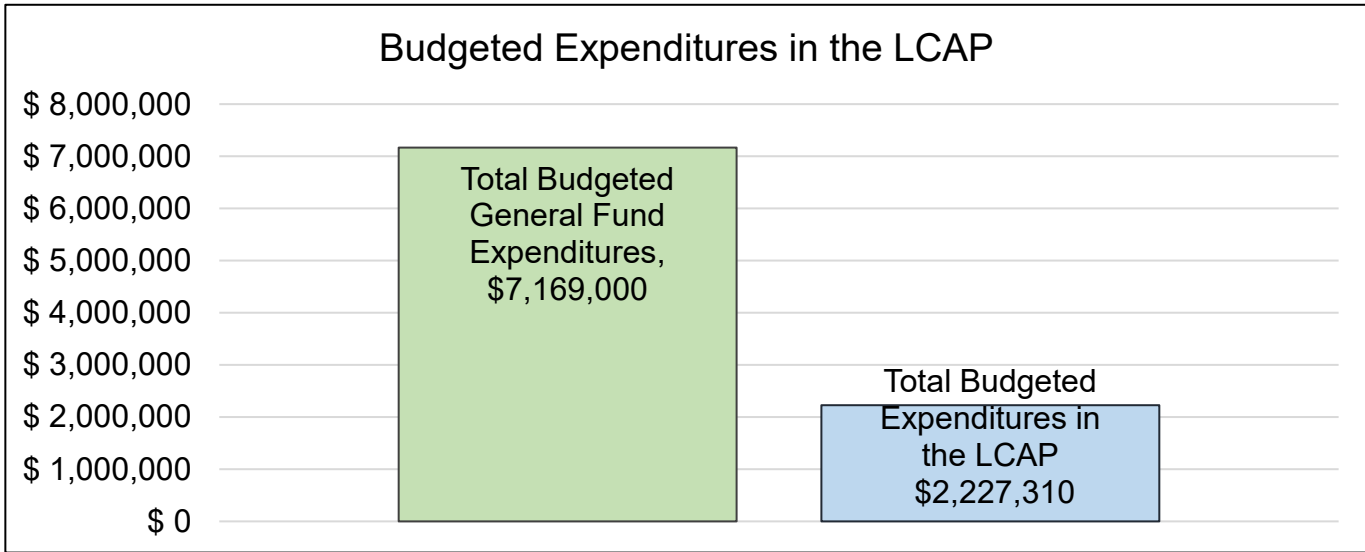


This chart shows the total general purpose revenue Rocketship Si Se Puede expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Si Se Puede is \$7,170,108.77, of which \$4,484,998.00 is Local Control Funding Formula (LCFF), \$2,207,953.36 is other state funds, \$7,935.98 is local funds, and \$469,221.43 is federal funds. Of the \$4,484,998.00 in LCFF Funds, \$1,180,753.00 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 Si Se Puede plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Si Se Puede plans to spend \$7,169,000.00 for the 2024-25 school year. Of that amount, \$2,227,309.65 is tied to actions/services in the LCAP and \$4,941,690.35 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

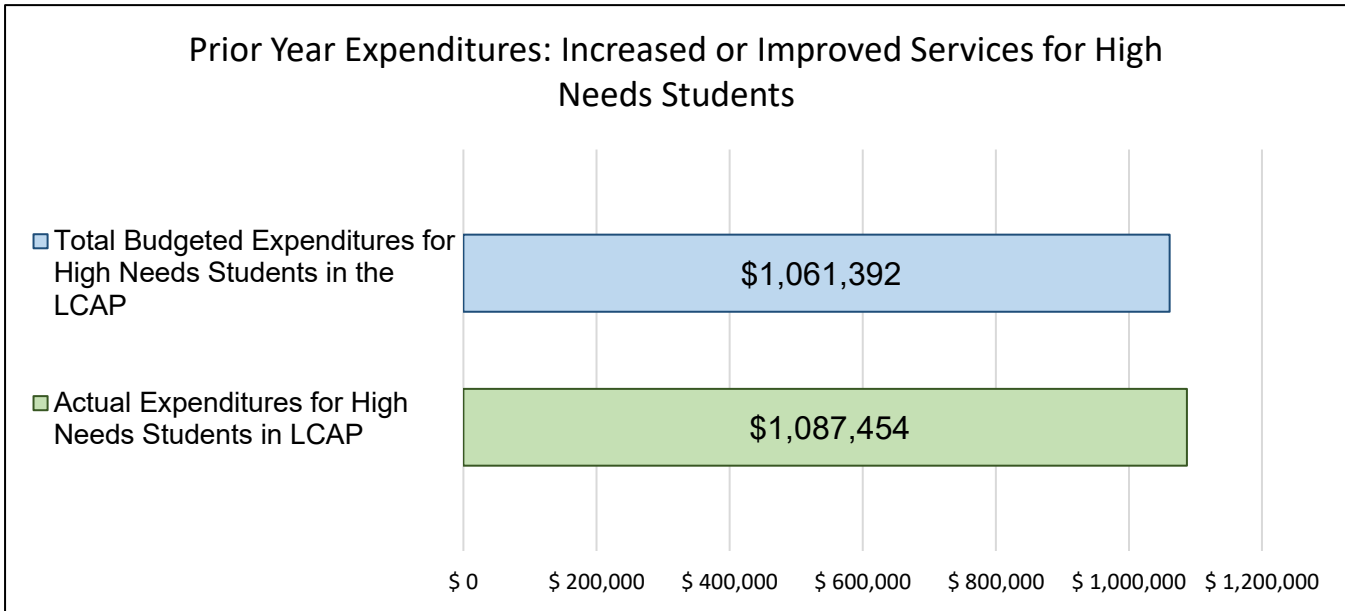
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Rocketship Si Se Puede is projecting it will receive \$1,180,753.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Si Se Puede must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Si Se Puede plans to spend \$1,238,935.35 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 2023-24



This chart compares what Rocketship Si Se Puede budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Si Se Puede estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Rocketship Si Se Puede's LCAP budgeted \$1,061,391.86 for planned actions to increase or improve services for high needs students. Rocketship Si Se Puede actually spent \$1,087,454.08 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Sí Se Puede Academy	Danisha West, Principal	sisepuede@rsed.org ; (408) 824-5180

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. This broad goal addresses state priority 4-Pupil Achievement and 8-Other Pupil Outcomes.

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: 37.7% English Learners: 21.8% Low Income: 32.9% Students with Disabilities: 6.3% Asian: 68.8% Hispanic/Latinx: 35.1% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 35.8% English Learners: 25.3% Low Income: 32.6% Students with Disabilities: 7.7% Asian: 63.6% Hispanic/Latinx: 33.1% Data Source: CA Dashboard	2022-23 All Students: 33.1% English Learners: 21.0% Low Income: 31.3% Students with Disabilities: 13.3% Hispanic/Latinx: 30.8% Data Source: CA Dashboard	43% Data Year: 2022-23 Data Source: CA Dashboard

CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 56.5% English Learners: 45.5% Low Income: 53.2% Students with Disabilities: 12.5% Asian: 93.8% Hispanic/Latinx: 51.4% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 31.4% English Learners: 17.7 % Low Income: 28.0 % Students with Disabilities: 7.7% Asian: 63.6% Hispanic/Latinx:28.0 % Data Source: CA Dashboard	2022-23 All Students: 27.3% English Learners: 13.8% Low Income: 25.2% Students with Disabilities: 13.3% Hispanic/Latinx: 25.0% Data Source: CA Dashboard	59% Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 12.5% English Learners: 6.7% Low Income: 13.6% Hispanic/Latinx:8.7 % Data Source: Data Quest	N/A	2021-22 All Students: 11.1% English Learners: 0 % Low Income: 12.5% Hispanic/Latinx:9.1 % Data Source: CA Dashboard	2022-23 All Students: 15.4% English Learners: 0.0% Low Income: 16.7% Hispanic/Latinx: 18.2% Data Source: CA Dashboard	All Students: 17.5% English Learners: 17.5 % Low Income: 17.5% Students with Disabilities: 17.5% Asian: 17.5% Black or African American: 17.5% Hispanic/Latinx: 17.5% Data Year: 2022-23 Data Source: Data Quest
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.18 Data Source: NWEA MAP	.95 Years Data Year: 2021-22	1.02 Years Data Year: 2022-23	.76 Years Data Year: 2023-24	1.2 Years Data Year: 2023-24

		Data Source: NWEA MAP	Data Source: NWEA MAP	Data Source: NWEA MAP	Data Source: NWEA MAP
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.3 Data Source: NWEA MAP	1.28 Years Data Year: 2021-22 Data Source: NWEA MAP	1.38 Years Data Year: 2022-23 Data Source: NWEA MAP	1.07 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 44% Data Source: CA Dashboard	37.0% Scoring Level 3 or 4 on ELPAC (2019-20 ELPAC test suspended due to COVID, no prior year score for ELPI calculations) Data Year: 2020-21 Data Source: DataQuest	2021-22: 39% Data Source: CA Dashboard	2022-23: 47% Data Source: CA Dashboard	High (Green) on current status of dashboard 55%
EL Reclassification Rate	2019-20: 3.3% Data Source: CA Dashboard	4.8% (as of 4/15/22) Data Year: 2021-22 Data Source: SIS Demographics 0.0% (due to COVID assessment and instruction interruptions) Data Year: 2020-21 Data Source: DataQuest	3% Data Year: 2022-23 (as of 3/15/23) Data Source: SIS Demographics	3.3% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Demographics	15% Data Year: 2023-24 Data Source: SIS Demographics

Goal Analysis

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.

All Goal 1 actions were implemented as planned except, in 1.4 Services to Support Emerging Bilingual Students, we did not implement the support plan framework for newcomers. However, we differentiated our curriculum for newcomers, and we provided p.d. for our teachers on newcomer strategies. Successes and Challenges: In 1.1 Common Core-Aligned Instruction & Materials, we adopted a new curriculum for math and for reading. The math curriculum is conceptually based, and the reading program is based on the science of reading. The adoption has been a success. A related challenge has been, given the new curriculum, how we personalize instruction for students. We reflected mid-year on our implementation and made some adjustments to small-group instruction and student 1-to-1 coaching. In 1.1, to address the challenge of continuing to personalize instruction while using a new external curriculum, teachers have made the curriculum their own—following the plans, but when they see students may need something additional, they add to it to address the needs. For example, a phonics drill to be added in small group instruction. In 1.2 Personalized Learning, we are in Year 1 implementation of a new district curriculum. A success was that all teachers and leaders received professional development on the new curriculum and are implementing year one. A related challenge we anticipate is the need for support beyond year one, and we are considering how to develop additional professional development for continued support of the implementation and rollout. In 1.3 Special Education Supports, we had success in gathering cross discipline/provider aligned recommendations for students to ensure all providers are working on the full picture for increased student achievements. A related challenge has been the need for cross discipline/team assessment calendars. At times it is difficult to align all providers on a date. In 1.4 Services to Support Emerging Bilingual Students, a success to celebrate is that not only is designated ELD happening with fidelity, but based on school site observation and network observation data, it is occurring with higher quality instruction than ever before, responding to our focus on Principle 2 of the EL Roadmap. In addition to observation data, our Multilingual Learner leads, the school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the programs on their campuses. In terms of challenges for 1.4, we had planned a rollout of universal strategies to support Tier One instruction. Regional observation showed it was not a strong rollout, and we can do better next year. We plan to either go back to GLAD (Guided Language Acquisition Design) strategies implementation, which is more familiar, or to increase focus on implementation roll out for universal strategies. In 1.5 Reading Engagement, in terms of successes, we are seeing a lot of growth among our first graders in implementing our new reading curriculum. Implementation with fidelity has been bringing growth. Upper grade students are now getting more exposure to the phonics and foundational reading skills that they needed. In terms of challenges, having to go back and teach foundational reading skills to upper grades students has been challenging. We also would like to see a majority of students showing a natural love of reading, and not just pockets of students, and this is something we plan to work toward.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.2 Personalized Learning, there was a material difference (-\$102,130) because fewer tutors were hired compared to plan due to staffing shortages.

In 1.4 Services to Support Emerging Bilingual Students, there was a material difference (-\$3,559) because ELL software costs were slightly lower than initially planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 1.1 Common Core-aligned instruction & materials, 1.2 Personalized Learning, 1.3 Special Education Supports, and 1.5 Love of Reading Campaign actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we grew, and CAASPP ELA and Math, where we approached our targets. Although we see some growth, there is a bigger learning gap due to the pandemic that we will continue working to address. We began implementing new curricula for reading and math in 2023-24. In the curriculum rollout, under Action 1.1, our goal for this year was to know we are implementing with fidelity. We expect to see and evaluate the results after a full year of implementation. Our internal data points for this year are around implementation, which is positive. We are planning for further implementation support in the 24-25 school year as well.

In 1.4 Services to Support Emerging Bilingual Learners, our annual goal is for 15% of students to meet all required criteria for reclassification each year. We also strive for at least 55% of students to demonstrate progress on the English Learner Progress Indicator (ELPI). In 2023, we had 47% of students making progress in the English Learner Progress Indicator. In 2023-24, we had a reclassification rate of 3.3%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer. But our 23-24 internal observation data on implementation of ELD shows the highest quality implementation yet. Based on this information, we believe the action toward the goal was somewhat effective. In order to accelerate progress, we plan to continue this work and to either increase the focus on universal strategies for Tier One instruction or return to GLAD strategies implementation, which is under consideration.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. In 1.1 and 1.2, we added information about the adoption and implementation of a new Tier 2 Intervention curriculum. In 1.4 we added information on our ELD implementation for 24-25 within the context of a multi-year focus on the EL Roadmap. In 1.5 we changed the title to align with current initiatives.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

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% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
Number/% of total and EL teachers credentialed & properly assigned	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
% of adopted standards including ELD standards implemented	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 2 actions were implemented as planned except, in 2.2 Assessments, the first two bullet points did happen as planned, but we now use the term state test primer instead of interim assessments, and we used DIBELS instead of STEP and Fountas and Pinnel in order to better align to our curriculum. Successes and Challenges: In 2.1 Professional Development, a success was that our P.D. directly supported implementation of the new curriculum across all spaces. We partnered with external organizations to make this come to life. We held a mix of school-based and network regional p.d. In 2.1, a challenge was in differentiating for teachers, given we were all starting with the new curriculum (so that new vs. experienced teachers all had the same p.d.). One of the greatest successes in 2.2 Assessment was that we had highly experienced internal ELPAC proctors through strong staff retention. This was a great benefit for our students. In 2.2 Assessment, we wish we could have more internal proctors, but we do still have to use some external proctors. In 2.3 Data Days, our data analysis has led to gains in % of students on track in reading levels and to increases in end of unit module assessments as well. In 2.3 Data Days, it was challenging to adapt to some of the new reporting structures with the new curriculum, which reports would be most useful to incorporate. Our reading assessment, mCLASS, tracks across major skills, but doesn't give us specifics to the letter, so we learned we had to supplement. In 2.4 Coaching, we successfully leveraged regional cluster common planning to bring together grade levels. We also held successful leadership development clinics for site leaders to opt into. Additionally, we found success in the creation of a core block coaching look-fors playbook to guide coaching. In 2.4 Coaching, it was a challenge to adjust our intellectual prep structures to account for teachers' increased need for time to internalize new curriculum. In 2.5 Credentialing, We have seen many of our teachers pass their required tests and continue to support staff still working to meet program enrollment requirements. In terms of challenges, we have determined that National University is not the optimal partner for our Intern teachers. We will be directing new staff that require program enrollment to Reach University instead. In 2.6 Culturally Responsive Pedagogy, we saw success in holding in person Los Dichos to bring in families to read with students on a monthly basis. We also held academic community meetings to unpack the curriculum, discuss progress with families, and align on strategies to support our Rocketeers. We found success in providing windows and mirrors for Rocketeers through our classroom libraries and text selection. In 2.6 Culturally Responsive Pedagogy, a challenge was in adjusting to find high leverage places for personalization and modification for our new curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.2 Assessments, there was a material difference (\$10,805) because of increased expenses due to additional substitutes for testing. In 2.5 Teacher Credentialing there was a material difference (-\$4,408) because of fewer credentialing expenses due to teacher staffing shortages and lesser need vs. initial plan.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. We combined the previous Assessment and Data Days actions into 2.2 Data Driven Instructional Practices to better capture the data cycle. In 2.4 we updated the description to reflect our new partnership with Reach University and our work to strengthen our internal career pathway, also in partnership with Reach. In 2.5, we updated the description to more succinctly reflect our ongoing implementation of culturally responsive pedagogical practices.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

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 Data Year: 2019-20 Data Source: Local Indicators	Met Data Year: 2020-21 Data Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.	79% Data Year: 2021-22 Data Source: Internal Survey	78% Data Year: 2022-23 Data Source: Internal Survey	79% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey

% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.	97% Data Year: 2021-22 Data Source: Annual Parent Survey	80% Data Year: 2022-23 Data Source: Annual Parent Survey	88% Data Year: 2023-24 Data Source: Annual Parent Survey	85% Data Year: 2023-24 Data Source: Annual Parent Survey
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Goal Analysis

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.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Business Operations Manager, based on our internal metrics for operations systems, we improved operations significantly this year. Highlights of this success include improvements in safety, joy, and efficiency at recess. In 3.2 School Maintenance, we successfully upgraded our facilities, including bathrooms, painting, and blacktop work. In 3.4 Operations Specialists, on our family survey, we evaluated the safety and effectiveness of drop off and pick up procedures and perceptions of the extent to which our school provides a safe learning environment. We surveyed in Fall 2023 and again in December 2023, and we saw improvement and 80%+ satisfaction in these categories. Safety is our number one priority. Our drop off and pick up procedures are designed for maximum safety, but we understand that the limited parking presents concerns. We paved the lot, which helped address the challenge. We are working with the city to get a crossing guard assigned. In 3.2 School Maintenance, this year we expanded our network team for facilities maintenance. Although we successfully added one staff member, we struggled to fill the third role, which impacted our ability to address all needs in the most expeditious manner possible.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.1 Business Operations Manager there was a material difference (\$19,738) because salary differed from original budget. In 3.2 School Maintenance, there was a material difference (\$43,545) because building repairs were higher than expected due to expenses needed to maintain buildings over time. Final approved budget reflects a higher amount than what was assumed in the LCAP. In 3.4 Operations Specialists there was a material difference (\$91,350) due to additional operations support needed, and hourly rates higher than planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The School Maintenance action was effective as evidenced by the Do facilities meet the “good repair” standard: Met. The Business Operations Manager, Custodial Services & Supplies, and Operations Specialists actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 79% and % of families feel campus is safe: 88%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work.

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.

In 3.1 we updated the action to include the Operations Specialist role in addition to the Business Operations Manager. In 3.2 we added janitorial services to the description so the action will encompass maintenance and janitorial. In 3.3, we shifted the focus from janitorial services to safety trainings. In 3.4 we shifted the focus to describe systems of staff development and continuous improvement in operations.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 3-Parent Engagement; 5-Student Engagement; 6-School Climate; and 7-Course Access.

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 2020-21 data due to pandemic school closure.	86% Data Year: 2021-22 Data Source: Internal Survey	81% Data Year: 2022-23 Data Source: Internal Survey	82% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	79% Data Year: 2020-21 Data Source: Annual Parent Survey	78% Data Year: 2021-22 Data Source: Annual Parent Survey	85% Data Year: 2022-23 Data Source: Annual Parent Survey	88% Data Year: 2023-24 Data Source: Annual Parent Survey	85% Data Year: 2023-24 Data Source: Annual Parent Survey
Portion of parents with input into decision making (Parent survey participation rate)	88% Data Year: 2020-21 Data Source:	91% Data Year: 2021-22 Data Source:	89% Data Year: 2022-23 Data Source:	96% Data Year: 2023-24 Data Source:	90% Data Year: 2023-24 Data Source:

	Internal Survey	Internal Survey	Internal Survey	Internal Survey	Internal Survey
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All Students: 13.2% English Learners: 11.9% Low Income: 13.8% Students with Disabilities: 16.7% Asian: 5.1% Hispanic/Latinx: 13.3% Data Source: CA Dashboard	All Students: 54.6% English Learners: 50.4% Low Income: 54.4% Students with Disabilities: 52.4% Asian: 30.0% Hispanic/Latinx: 50.3% White: 38.5% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports	All Students: 30.7% English Learners: 25.9% Low Income: 32.2% Students with Disabilities: 38.7% Homeless: 27.0% Asian: 18.5% Hispanic/Latinx: 31.4% White: 16.7% Data Year: 2022-23 (as of 4/7/23)	All Students: 23.9% English Learners: 21.5% Low Income: 24.8% Students with Disabilities: 15.2% Homeless: 37.0% Asian: 10.0% Hispanic/Latinx: 24.8% Data Year: 2023-24 (as of 3/29/24)	All Students: 10% English Learners: 10% Low Income: 10% Students with Disabilities: 10% Homeless: 10% Asian: 10% Black or African American: 10% Hispanic/Latinx: 10% White: 10% Data Year: 2023-24 Data Source: SIS Attendance Reports
Suspension rate for all students and all significant subgroups	2018-19 All Students: 2.2% English Learners: 2.4% Low Income: 2.3% Students with Disabilities: 4.8% Asian: 0% Hispanic/Latinx: 2.6%	All Students: 0.0% English Learners: 0.0% Low Income: 0.0% Students with Disabilities: 0.0% Asian: 0.0%	All Students: 0.0% English Learners: 0.0% Low Income: 0.0% Students with Disabilities: 0.0% Hispanic/Latinx: 0.0%	All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Hispanic/Latinx: 0%	All Students: 0.5% English Learners: 0.5% Low Income: 0.5% Students with Disabilities: 0.5% Asian: 0.5%

	Data Source: CA Dashboard	Hispanic/Latinx: 0.0% White: 0.0% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Discipline Reports	Data Year: 2022-223(as of 4/7/23) Data Source: SIS Discipline Reports	Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Discipline Reports	Black or African American: 0.5% Hispanic/Latinx: 0.5% White: 0.5% Data Year: 2023-24 Data Source: SIS Discipline Reports
Expulsion rate for all students and all significant subgroups	2018-19: 0% Data Source: CA Dashboard	0% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Discipline Reports	0% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 Data Source: SIS Discipline Reports
Average Daily Attendance	2018-19: 95% Data Source: SIS Attendance Reports	87.8% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports	91.8% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Attendance Reports	92.8% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Attendance Reports	95% Data Year: 2023-24 Data Source: SIS Attendance Reports
% of students with access to a broad course of study, including unduplicated students and students with exceptional needs	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

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.

All Goal 4 actions were implemented as planned except, in 4.3 Social Emotional Learning, we did not add the Wellness Counselor Intern. Successes and Challenges: In 4.1 Enrichment, we were pleased to be able to offer PE and Art, and we had science enrichment for part of the year only due to difficulties in staffing the role. We had great success in offering an array of afterschool clubs, including gardening, art club, dance, and Girls on the Run. In 4.2 Field Trips, we successfully had every single 4th and 5th grade cohort at each RPS campus attend science camp this year. We had many successes in 4.4 Care Corps. Our reach of families has grown threefold this year across the network. We have been able this year to increase our caseloads to 15 families per school, every nine weeks, serving those with the most severe needs and high chronic absenteeism. Care Corps is integrated with the attendance escalation process, in collaboration with the Regional Attendance Review Board. Across our 13 CA schools, we serve close to 585 families served per year through case management care coordination services. Staff had weekly check-ins with parents, offered community referrals to organizations to meet needs, referred as needed and paid registration to Parent Project (a series of helpful parent workshops offered through the District Attorney office). Care Corps partnered with our school leadership team to share student progress and provide feedback to leverage support of all stakeholders on campus and communicate how they can additionally support, especially when attendance was affected. One big challenge we experienced in 4.4 Care Corps is that there is a high emotional toll on our team when community partners have insufficient resources to help our students. It is very difficult, when we see that families are living in a car, in a tent, doubled, or tripled up in housing, and we are faced with the lack of housing options in the community to help them. Often this year we found that shelters had wait lists, there were no more hotel vouchers available, and hotline for referrals had a two-week waitlist. Another challenge has been helping parents to ask for resources to meet their own needs which would facilitate care coordination services for the entire family.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 Enrichment, there was a material difference (\$50,818) because after school programming expenses were higher vs. plan.
In 4.2 Field Trips, there was a material difference (\$12,622) because Science camp expenses were higher vs. what was initially planned.
In 4.3 Social Emotional Learning, there was a material difference (-\$3,654) because expenses were below plan due to changes in staffing plans, resulting in fewer expenses for the school based social emotional learning consultants and interventionists. Rocketship instead hired regional Wellness Teachers and Counselors.
In 4.4 Care Corps, there was a material difference (-\$9,856) because Care Corp compensation expenses differed from what was planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (82%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Field Trips actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by Average Daily Attendance

(92.8%), by Chronic Absenteeism rate for all students and all significant subgroups (23.9% overall), and by 88% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–96%). Although the ADA is lower and Chronic absenteeism much higher than in a typical pre-pandemic year, the pandemic continues to bring unprecedented challenges to attendance, and we see that the actions made a big difference in supporting attendance despite this challenge.

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.

In 4.4 we updated the Care Corps description to include the initiatives begun under our Community Schools program.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priority 3-Parent Engagement.

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)	47% Data Year 2020--21 Data Source: Internal HelpCounter Data	87% Data Year 2021-22 (As of 4/22/22) Data Source: Internal HelpCounter Data	100% Data Year 2022-23 (As of 4/14/23) Data Source: Internal HelpCounter Data	88% Data Year 2023-24 (As of 5/3/24) Data Source: Internal HelpCounter Data	60% Data Year 2023--24 Data Source: Internal HelpCounter Data
% Home visits completed	90% Data Year 2020-21	100% Data Year 2021-22	100% Data Year 2022-23	98% Data Year 2023-24	95% Data Year 2023-24

	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	79% Data Year 2020--21 Data Source: Annual Parent Survey	84% Data Year 2021-22 Data Source: Annual Parent Survey	79% Data Year 2022-23 Data Source: Annual Parent Survey	80% Data Year 2023-24 Data Source: Annual Parent Survey	84% Data Year 2023-24 Data Source: Annual Parent Survey

Goal Analysis

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.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1, we had success in surveying families during the summer and then again in Spring to find out what families would like to have in terms of family engagement events. Conducting two surveys instead of the usual one survey allowed for schools to receive feedback, implement it, and seek additional feedback. Based on this data, we implemented cultural celebrations, including celebrations of Hispanic Heritage, Lunar New Year, and Black History. Our priority this year was engaging families through different processes and systems, and our cultural celebrations were a big part of this. We also offered a Zoom option for Cafecitos, and we held some hybrid academic family meetings, which provided additional flexibility for families. We surveyed families on whether orientation was a meaningful experience, and satisfaction was high, another success in family engagement. In 5.1, a challenge we are considering is how to make sure that all of our families are able to come to the events. We wish to engage more of the families that need the most support--for example, families of students that are truant or chronically absent, and not just the same already involved families. In 5.3, a challenge continues to be finding sufficient time for home visits since we are once again doing fully in-person home visits. In 5.4 Los Dichos, we have had successful family outreach and participation across our Rocketship schools. Across all 13 schools, we've averaged about ~3 family members per classroom and this exceeds our goal of 2 family members per classroom. We had over 3,600 volunteers between September and March so far! We've improved our curriculum to ensure that all books are accessible in Spanish and Vietnamese (vs Spanish only in the past) to reflect the primary home languages spoken in our schools. A success was the inclusion of a broad range of family members in the program--grandpas, cousins, aunties, uncles. A meaningful experience for everyone, and especially for families who could engage in their primary language. In 5.5 Los Dichos, our increased family engagement has made finding space to hold trainings at our school sites sometimes challenging. We need to work with school leaders to ensure our training space is large enough to hold all family participants. Some schools have higher parent turnout than others, we want to support all schools to have consistent family readers each month.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.4 Los Dichos there was a material difference (-\$4,135) because funds were budgeted in case expenses materialized. This is primarily a volunteer program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent involvement and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (88%).

Parent Outreach was effective as evidenced by % Home visits completed (98%)

School Leadership Team was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (80%).

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.

We reorganized our actions within Goal 5 to better align with the facets of our family engagement initiatives. We also added an Attendance Initiatives action to communicate the important work being done to increase or maintain high attendance and reduce chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 Sí Se Puede Academy	Danisha West, Principal	sisepuede@rsed.org ; (408) 824-5180

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Rocketship Sí Se Puede Academy (RSSP) opened in August 2009, the second Rocketship campus to open in San Jose. The campus serves approximately 324 TK-5 students. Approximately 85.2% of the students are socioeconomically disadvantaged, 9.9% are Homeless Youth, 67.9% are English learners, 85.8% are Hispanic/Latinx and 7.1% are Asian. Additionally, approximately 9.6% of students qualify for special education services.

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

Rocketship Sí Se Puede also operates under the principles that excellent teachers and leaders create transformational schools and engaged 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.

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

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Sí Se Puede 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 be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as 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 families 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 Si Se Puede 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RSSP has identified a success in English Learner Progress (Green, 47.3%). We will build on this success by implementing action 1.3 Services to Support Multilingual Students.

RSSP has identified a success in Suspension Rate Overall (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

Additional Reflections

RSSP has identified a need for continued improvement in Chronic Absenteeism. We will address this need by implementing action 5.5 Attendance Initiatives.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

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.

Rocketship Sí Se Puede Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Sí Se Puede Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Sí Se Puede Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	<p>The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RSSP based on the CA School Dashboard for 2023 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP input and consultation on 10/10/23, 12/5/23, 2/6/24. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. We conducted an RCAB meeting on 5/13/24 to gather more community partner feedback and collaboration around how Care Corps can best support attendance and reduce chronic absenteeism. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 6/4/24.</p> <p>Our board meets quarterly 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 29, 2024. The LCAP was adopted on June 16, 2024.</p>
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal--Cafecitos (10/10/23, 12/5/23, 2/6/24, 4/10/24, 4/30/24, 6/5/24), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 4-27).
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (March 4-8).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goal 1:

In our Services to Support Multilingual Learners (Action 1.4), we received feedback from our multilingual families on the need to increase program awareness for families, beginning with what is the process for identifying multilingual families and then what supports are in place

and available for multilingual students, and actions that families can take at home to support their student. As a result of this feedback, we added ELAC ambassadors--a parent representative in the SSC for multilingual families (see Action 5.2 Family Advocacy and Leadership). In 1.4 Services to Support Emerging Bilingual Students, our Multilingual Learner leads, school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the Designated English Language Development programs on their campuses, supporting the effectiveness of this action.

Goal 2:

In High Quality Research Based Curriculum (Action 2.1), we received positive feedback from teachers regarding the extensive resources that come with the new ELA and Math curriculum. Similarly, families appreciate the robust family resources, including communications and videos. Students have shared that they like the use of manipulatives in math learning, and they appreciate the additional time in small group instruction they receive under the new curriculum. Students enjoy how interactive the new curriculum is in both subjects. Based in part on this feedback, we will be continuing to utilize the new curriculum and look forward to year two of implementation, and we plan to pilot a Tier 1 curriculum for grades 3-5 in hopes that it will have similarly positive results. We received teacher feedback pointing to the need to change our teacher preparation program partner (Action 2.4 Teacher Credentialing). We received input from our school leaders, teachers, and staff on the effectiveness of our assessments (2.3 Data Driven Instructional Practices). They are very happy with the high retention of assessment proctors, leading to increased familiarity and stronger skills and knowledge base. We heard similar input from our Multilingual Learner leads. We also got feedback from ETS and our state success agent that we have improved in our implementation. We attribute this success to having in-person training and practice on the technical aspects of the administration. Teachers have appreciated the shorter amount of time it takes to administer reading assessment and the increase in rigor aligned to Common Core of our math assessments. In 2.2 Professional Development, our teachers really appreciate our professional development and how it is differentiated, supporting the effectiveness of this action.

Goal 3:

Based on staff and family feedback, we improved significantly this year in our Operations. Highlights of this success include improvements in safety, joy, and efficiency at recess. Based on this feedback, we plan to continue implementing the actions of Goal 3. In our Fall 2023 family survey, we evaluated safety and effectiveness of our drop off and pick up procedures and our school providing a safe learning environment. We surveyed again in December, and improved and exceeded 80% satisfaction in these categories. This input supported the effectiveness of our Goal 3 actions.

Goal 4:

In 4.3 SEL, students have shared that they love their teachers and feel well connected with them, supporting the effectiveness of this action. The Care Corps team continually seeks input from families on any help needed in meeting basic needs, and family input continues to show a great need among families for services such as food, shelter, medical, and other resources. In response, we expanded our Care Corps program and integrated the Community Schools program with it so that we can support more families with wrap-around services (Care Corps Action 4.4).

Goal 5:

During the implementation of the new Math and Reading curriculum described in Goal 1, Action 1, we heard from families that although there is much they appreciate about the program, some of the content is taught in ways different than they learned it. To address this, we're having academic community meetings about the curriculum and sharing ways parents can support students at home, as part of Family Engagement (Action 5.1). In 23-24 we added a fall mini-survey in addition to our annual Spring family survey. Our intent was to get feedback after the first

30 days of the school year and be able to make timely adjustments before surveying again in Spring. The valuable feedback received led to several plan improvements. First, we plan to continue the fall mini-survey as part of our family engagement. Additionally, we learned that orientation was a meaningful experience for our families, so we plan to continue this event. Next, in asking what additional family engagement events they would like to have, we learned that families would like to have cultural celebrations. We implemented many cultural celebrations throughout the year and plan to continue these in the coming year, based on positive family feedback (Action 5.1 Family Engagement). Also supporting the effectiveness of 5.1, we have had very high engagement in parent partnership hours. Parents love all of the different ways to engage in their student's learning and the flexibility of this initiative, and we have had high attendance at our family events. In 5.4 Los Dichos, our ELAC members were excited to see the high participation in the program, supporting the effectiveness of this action with the school at large and among our multilingual families.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

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. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	<p>CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: Data Quest</p>	<p>All Students: 59.2%</p> <p>English Learners: 37.5%</p> <p>Low Income: 54.2%</p> <p>Students with Disabilities: 7.7%</p> <p>Asian: 77.8%</p> <p>Hispanic/Latinx: 42.0%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>64%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]
1.2	<p>CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: Data Quest</p>	<p>All Students: 60.0%</p> <p>English Learners: 41.8%</p> <p>Low Income: 50.3%</p> <p>Students with Disabilities: 11.5%</p> <p>Asian: 82.6%</p> <p>Hispanic/Latinx: 40.2%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>65%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 15.4% English Learners: 0.0% Low Income: 16.7% Hispanic/Latinx: 18.2% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	20% Data Year: 2025-26	[Insert current difference from baseline here]
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	.76 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.07 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	47% Data Year: 2022-23			55% Data Year: 2025-26	

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	3.3% Data Year: 2023-24 (as of 3/29/24)			15% Data Year: 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Personalized Learning	<p>RSSP's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Title I funds are used for tutors and teacher assistants who provide small group instruction during the school day in order to fill learning gaps and accelerate learning. 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 Intervention 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 classroom 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 students in Special Education.</p> <p>We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 24-25, we will be in year two of implementing a new Humanities/ELA intervention curriculum. Participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-4 students.</p> <p>Title I Evidence-Based Strategies</p>	<p>\$ 384,756 (\$ 147,131 Title I)</p>	Yes
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		<p>The Personalized Learning action, as described above, combines adaptive intervention curriculum for learning acceleration with high quality tutoring in a small group setting. These evidence-based educational strategies are designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards. During learning lab time, all students utilize adaptive online learning platforms to fill gaps and accelerate learning. Title I-funded tutors pull small groups of students for tutoring based on assessment data, targeting students most in need of academic support, including low income students, English learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.</p>		
1.2	Special Education Supports	<p>Although RSSP runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. 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>	\$ 280,633	No

1.3	Services to Support Multilingual Students	<p>Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to grade 5. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year.</p> <p>Last year 23-24, we built on EL Roadmap Principle 1 and focused on EL Roadmap Principle 2 by investing in intellectual quality of instruction and meaningful access, which included embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helped us identify opportunities to elevate our practices and innovate in services of educational equity.</p> <p>To amplify the implementation of Integrated ELD, we used "Universal Strategies" to provide access to content. Designated ELD focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons were differentiated for newcomers. Teachers also increased their knowledge on newcomers strategies through campus held professional development and modules.</p> <p>We invested in formative assessment to monitor progress towards both of our program goals, making progress towards English proficiency and mastery of grade level standards. We measured student progress in Lexia English (units and levels) to ensure that students stay on track to achieve their ELPAC growth goals. In addition to Lexia English, we used formative assessments aligned to the ELD standards such as piloting the ELPAC Interim Assessments (Writing Domain only in non standardized testing) to measure movement along the language proficiency continuum.</p>	\$ 30,762	No
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		<p>In 24.25 we will continue to build on EL Roadmap Principle 2 by continuing to explicitly teach ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We will revamp our rollout plan for Universal Strategies to strategically respond to the needs of all campuses and provide resources and support for its integration in all learning spaces, and/or elevate teacher practice on GLAD strategies through professional development and coaching support. We will continue to invest in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice.</p> <p>In engaging families of multilingual learners and strengthening our schools' partnership with them, our school will continue to elect an ELAC Ambassador to represent multilingual learners in SSC and other spaces. To develop their knowledge on the multilingual learners program, ELAC Ambassadors will meet three times a year and attend walkthroughs on campus to observe instruction, including social emotional learning. During SSC/ELAC meetings, ELAC Ambassadors will lead the conversation with schools on multilingual learners support and achievement. They will have multiple opportunities to collaborate with their schools to increase at home support, and advocate for high quality instruction.</p>		
1.4	Rocketship Reads	Rocketship Sí Se Puede will implement a Rocketship Reads 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, implementing reading intervention, and providing incentives to celebrate students for reading at school and at home.	\$ 43,957	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	High Quality, Research-based Curriculum	<p>The RSSP 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. RSSP operates an inclusion model and therefore this core 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. RSSP 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. For 24-25, we will continue the implementation of the math curriculum and k-2 reading begun in 23-24, and we plan to pilot a Tier 1 reading curriculum for grades 3-5.</p>	\$ 30,654	No
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2.2	Professional Development	<p>Professional Development is a critical component of the RSSP program. We will continue to implement a comprehensive program of 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 will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs.</p> <p>Summer PD</p> <p>Each summer, RSSP hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.</p> <p>Thursday PD</p> <p>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>Professional Development Fund</p> <p>RSSP has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSSP 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.</p>	\$ 134,274	Yes
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2.3	Data Driven Instructional Practices	<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"> • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS 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) • Initial and summative Alternative ELPAC for English Learners with severe cognitive disabilities <p>Following administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at [School] 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>	\$ 41,258	Yes
2.4	Instructional Coaching	<p>The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RSSP teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. 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>	\$ 108,094	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that will provide staff with an Early Completion option and a traditional two year route to earning their Preliminary Credential. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 24-25 school year.	\$ 30,189	No
2.6	Culturally Responsive Pedagogy	RSSP is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. 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.	\$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the "good repair" standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	79% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	88% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	85% Data Year: 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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3.1	Operations Staffing & Development	<p>Our school 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. Our BOM serves as safety lead for campus, planning and leading safety training 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.</p> <p>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.</p>	\$ 457,083	Yes
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3.2	Facilities Maintenance	<p>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>Our school 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> <p>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>	\$ 159,160	No
3.3	Safety Training	<p>We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.</p>	\$ 12,967	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their 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. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

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. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	82% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23			100% Data Year: 2025-26	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	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, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. 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.	\$ 134,477	Yes
4.2	Outdoor Education and Community Experiences	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 from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go 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.	\$ 30,602	Yes

4.3	Social Emotional Learning	<p>At Rocketship Sí Se Puede we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Sí Se Puede core values: respect, responsibility, persistence, empathy, and community. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.</p> <p>In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.</p>	\$ 86,363	No
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		<p>Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed.</p> <p>We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling 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.</p>		
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4.4	Care Corps	<p>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 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 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. We have expanded our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We conduct health screenings for all students, including vision, hearing, and dental. We partner with an outside organization to provide families with immunizations. We have four main initiatives:</p> <p>Food Distribution: We service 800 families every month across San Jose and East Bay.</p> <p>Pop Up Closet: Free clothing families can access either at food distribution sites or on campus.</p> <p>Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example).</p> <p>Health Screenings: The team of providers works 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 Schools program also includes a program to address chronic absenteeism.</p>	\$ 78,791	No
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Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

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. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	92.8% Data Year: 2023-24 (as of 3/29/24)	[Insert outcome here]	[Insert outcome here]	95% Data Year: 2026-27	[Insert current difference from baseline here]

5.2	<p>Chronic Absenteeism rate for all students and all significant subgroups</p> <p>Data Source: SIS Attendance Reports</p>	<p>All Students: 23.9%</p> <p>English Learners: 21.5%</p> <p>Low Income: 24.8%</p> <p>Students with Disabilities: 15.2%</p> <p>Homeless: 37.0%</p> <p>Asian: 10.0%</p> <p>Hispanic/Latinx: 24.8%</p> <p>Data Year: 2023-24 (as of 3/29/24))</p>	[Insert outcome here]	[Insert outcome here]	<p>All Students: 10%</p> <p>Data Year: 2026-27</p>	[Insert current difference from baseline here]
5.3	<p>% of parents are involved (% parents on track to complete participation hours)</p> <p>Data Source: Internal HelpCounter Data</p>	<p>88%</p> <p>Data Year 2023-24 (as of 5/3/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>60%</p> <p>Data Year 2026-27</p>	[Insert current difference from baseline here]
5.4	<p>% Home visits completed</p> <p>Data Source: Internal Data</p>	<p>98%</p> <p>Data Year 2023-24</p>			<p>95%</p> <p>Data Year 2026-27</p>	

5.5	<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p> <p>Data Source: Annual Parent Survey</p>	<p>80%</p> <p>Data Year 2023-24</p>			<p>84%</p> <p>Data Year 2026-27</p>	
5.6	<p>% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)</p> <p>Data Source: Annual Parent Survey</p>	<p>88%</p> <p>Data Year: 2023-24</p>			<p>85%</p> <p>Data Year 2026-27</p>	
5.7	<p>Portion of parents with input into decision making (Parent survey participation rate)</p> <p>Data Source: Annual Parent Survey</p>	<p>96%</p> <p>Data Year: 2023-24</p>			<p>90%</p> <p>Data Year 2026-27</p>	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	Family Engagement	<p>We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including:</p> <p>Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year.</p> <p>Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party.</p> <p>Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders.</p> <p>Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.</p>	\$ 66,262	Yes
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	<p>Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement.</p> <p>College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.</p> <p>Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.</p>		
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5.2	Family Advocacy and Leadership	<p>In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond.</p> <p>Advocacy opportunities for all families include:</p> <p>School Site Council (SSC) and English Learner Advisory Committee (ELAC):</p> <p>SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners.</p> <p>Regional Advisory Board: 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> <p>California Leadership Organizing Committee (CLOC):</p> <p>The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.</p>	\$0	No
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5.3	School-Family Partnership	<p>Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents 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 parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums.</p> <p>Through the Care Corps program, schools 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>	\$ 52,129	No
5.4	Los Dichos	<p>Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the 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 or Vietnamese 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 Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.</p>	\$ 18,527	No

5.5	Attendance Initiatives	<p>We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I includes positive attendance incentives and daily contacts made for any absent students. Tier II supports begin once a student misses 2+ days within the week, with added outreach, action planning, and notifications provided. Tier III supports, which begin when a student is identified as chronically absent or truant, incorporate intensive supports and team-based monitoring that as needed can involve our formalized process of School Attendance Review Team (SART) potential referrals to our Regional Attendance Review Board (RARB). We work to ensure that our systems and process are followed with fidelity so that attendance barriers are addressed and families are equipped with resources to improve attendance.</p>	\$ 46,373	No
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Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 1,180,753	\$134,167

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.73%	0%	\$0	35.73%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching</p>	<p>In reviewing the 2023 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at orange level for ELA (EL -69.2, SED -52) and Math (EL -64.2, SED -57.8). We had green performance in 2023 on the English Learner Progress Indicator, with 47.3% of students making progress towards English language proficiency. In 2023-24, our EL Reclassification rate was 3.3% as of 3/29/24. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.</p>	<p>Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship 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 Driven Instructional Practices provide high quality assessments and 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 instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math</p>	<p>1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate</p>
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<p>3.1 Operations Staffing & Development 4.1 Enrichment 4.2 Field Trips</p>	<p>In 2023, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2024 survey results showed that 79% of students feel safe on campus and 82% of student feel connected to at least one staff member. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.</p>	<p>will benefit, they are LEA-wide actions.</p> <p>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, and progress yet to be made. Operations Staffing & Development is an action designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--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. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.</p>	<p>3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate</p>
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5.1 Family Engagement	<p>Our 2024 survey and internal data showed that 80% of parents were satisfied with their school, 88% of parents were involved in their school, and 98% of families received home visits. 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.</p>	<p>A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all families will benefit, they are LEA-wide actions.</p>	<p>5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>
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Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Sí Se Puede Academy is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RSSP does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

California Department of Education
November 2023

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,304,245	\$ 1,180,753	35.73%	0.000%	35.73%	\$ 1,238,935	0.000%	37.50%	Total:	\$ 1,238,935
								LEA-wide Total:	\$ 1,238,935
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RSSP	\$ 222,930	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RSSP	\$ 43,957	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RSSP	\$ 134,274	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RSSP	\$ 41,258	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RSSP	\$ 108,094	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RSSP	\$ 457,083	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RSSP	\$ 134,477	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RSSP	\$ 30,602	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RSSP	\$ 66,262	0.000%
							\$ -	0.000%
							\$ -	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,594,826.41	\$ 2,701,609.45

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Standards-Aligned Instruction & Materials	No	\$ 60,736	\$ 60,063
1	2	Personalized Learning	Yes	\$ 541,101	\$ 438,971
1	3	Special Education Supports	No	\$ 213,131	\$ 210,726
1	4	Services to Support Emerging Bilingual Students	No	\$ 33,182	\$ 29,623
1	5	Reading Engagement	Yes	\$ 3,297	\$ 3,132
2	1	Professional Development	Yes	\$ 128,606	\$ 140,594
2	2	Assessments	Yes	\$ 15,385	\$ 26,190
2	3	Data Days	Yes	\$ 27,790	\$ 29,613
2	4	Coaching	Yes	\$ 208,147	\$ 204,041
2	5	Teacher Credentialing	No	\$ 30,189	\$ 25,781
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 139,493
3	2	School Maintenance	No	\$ 104,705	\$ 148,250
3	3	Custodial Service and Supplies	No	\$ 90,793	\$ 96,491
3	4	Operations Specialists	Yes	\$ 248,632	\$ 339,982
4	1	Enrichment	Yes	\$ 506,456	\$ 557,274
4	2	Field Trips	Yes	\$ 39,980	\$ 52,602
4	3	Social Emotional Learning	Yes	\$ 15,501	\$ 11,847
4	4	CareCorp	No	\$ 82,930	\$ 73,074
5	1	Family Involvement	No	\$ 5,999	\$ 5,741
5	2	Family Outreach	Yes	\$ 9,432	\$ 9,263

5	3	School Leadership Team	No	\$ 104,079	\$ 97,992
5	4	Los Dichos	No	\$ 5,000	\$ 865

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,071,953	\$ 1,061,392	\$ 1,087,454	\$ (26,062)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Personalized Learning	Yes	\$ 234,077	\$ 211,738.70	0.00%	0.00%
1	5	Reading Engagement	Yes	\$ 3,297	\$ 3,132.15	0.00%	0.00%
2	1	Professional Development	Yes	\$ 117,465	\$ 130,156.31	0.00%	0.00%
2	2	Assessments	Yes	\$ 15,385	\$ 26,190.32	0.00%	0.00%
2	3	Data Days	Yes	\$ 25,121	\$ 27,112.93	0.00%	0.00%
2	4	Coaching	Yes	\$ 104,073	\$ 106,540.94	0.00%	0.00%
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 139,492.99	0.00%	0.00%
3	4	Operations Specialists	Yes	\$ 203,081	\$ 339,982.46	0.00%	0.00%
4	1	Enrichment	Yes	\$ 174,225	\$ 29,394.91	0.00%	0.00%
4	2	Field Trips	Yes	\$ 39,980	\$ 52,602.00	0.00%	0.00%
4	3	Social Emotional Learning	Yes	\$ 15,501	\$ 11,847.44	0.00%	0.00%
5	2	Family Outreach	Yes	\$ 9,432	\$ 9,262.94	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,985,401	\$ 1,071,953	0.00%	35.91%	\$ 1,087,454	0.00%	36.43%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

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 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Spark Academy

CDS Code: 43-69450-0128108

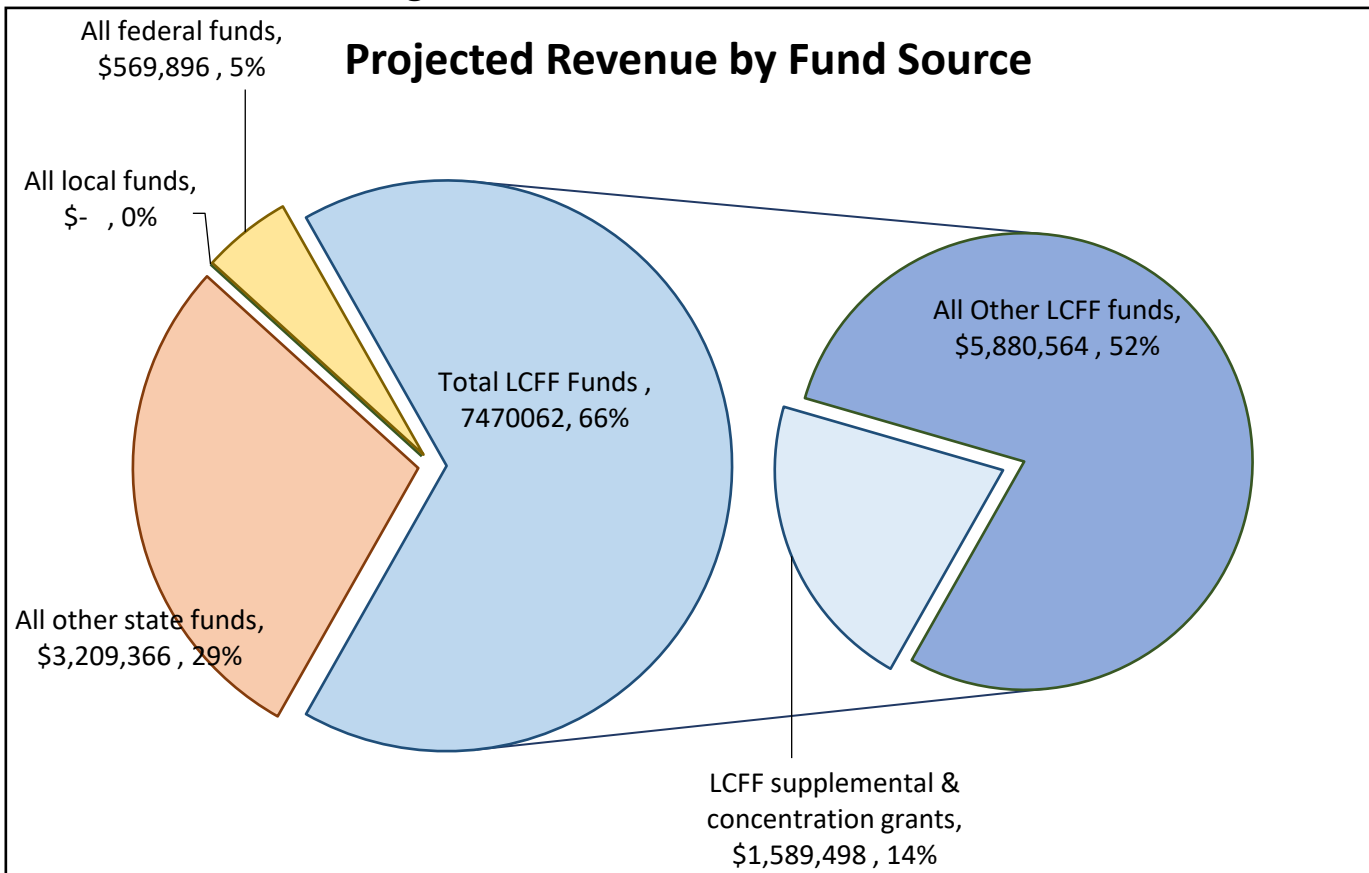
School Year: 2024-25

LEA contact information: Benjamin Carson 501-258-7831 bcarson@rsed.org

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 2024-25 School Year

Projected Revenue by Fund Source

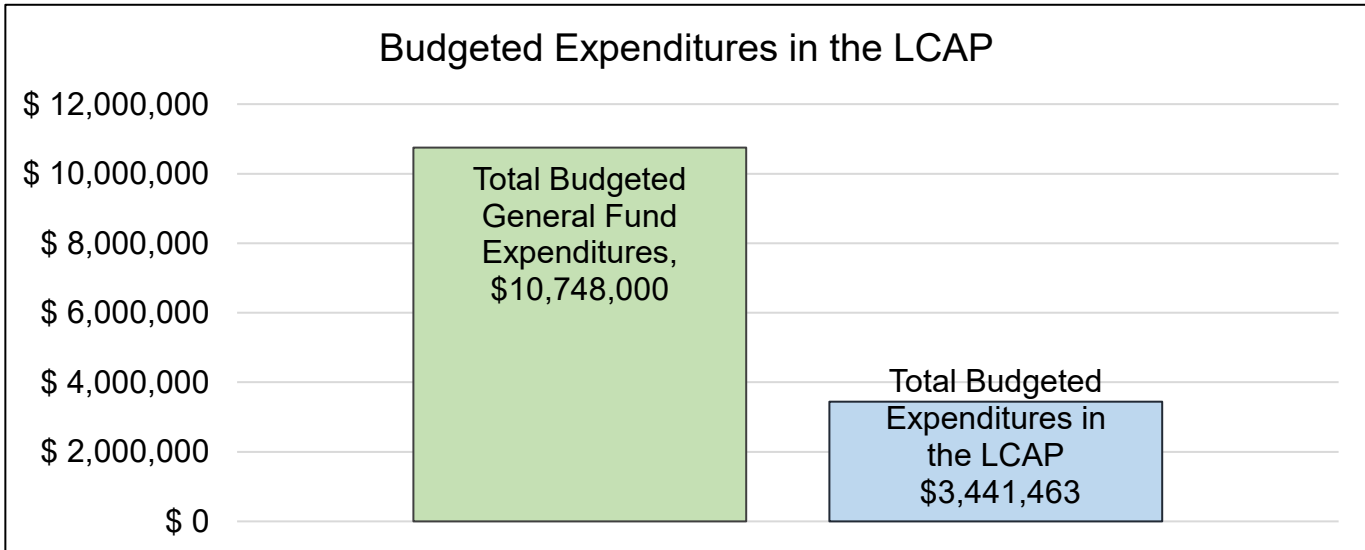


This chart shows the total general purpose revenue Rocketship Spark Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Spark Academy is \$11,249,323.56, of which \$7,470,062.00 is Local Control Funding Formula (LCFF), \$3,209,365.84 is other state funds, \$0.00 is local funds, and \$569,895.73 is federal funds. Of the \$7,470,062.00 in LCFF Funds, \$1,589,498.00 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 Spark Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Spark Academy plans to spend \$10,748,000.00 for the 2024-25 school year. Of that amount, \$3,441,462.97 is tied to actions/services in the LCAP and \$7,306,537.03 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

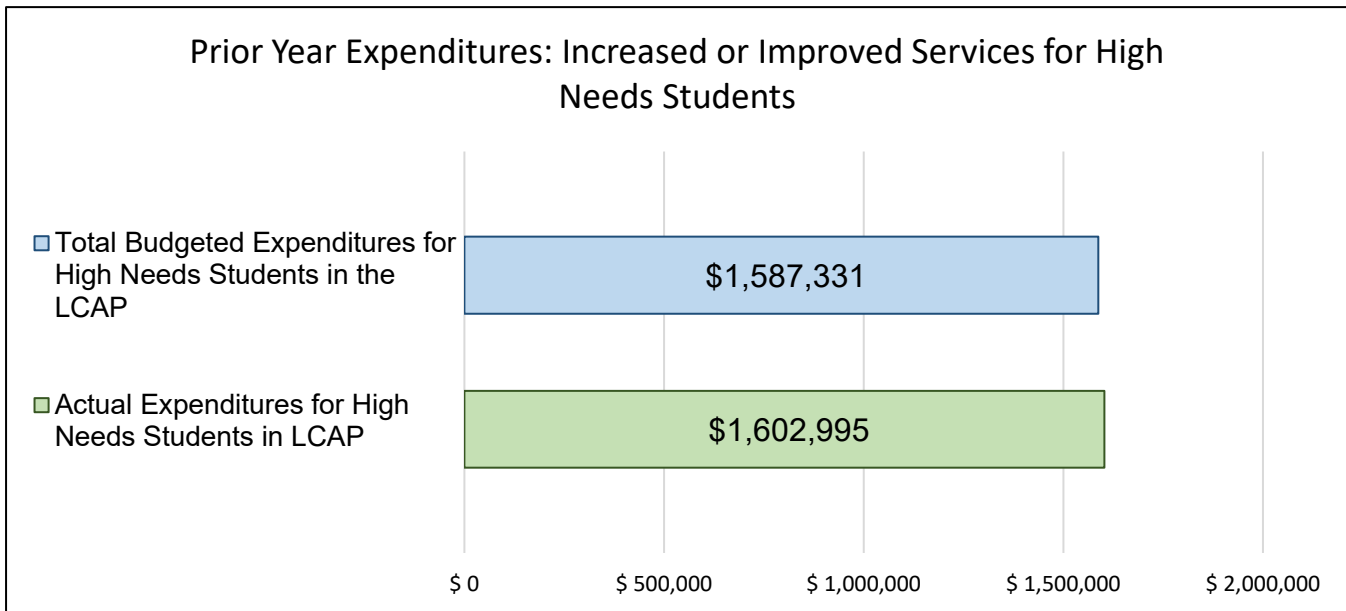
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Rocketship Spark Academy is projecting it will receive \$1,589,498.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Spark Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Spark Academy plans to spend \$1,879,976.46 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 2023-24



This chart compares what Rocketship Spark Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Spark Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Rocketship Spark Academy's LCAP budgeted \$1,587,330.62 for planned actions to increase or improve services for high needs students. Rocketship Spark Academy actually spent \$1,602,995.09 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Spark Academy	Maya Barua, Principal	spark@rsed.org ; 408-622-6651

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. This broad goal addresses state priority 4-Pupil Achievement and 8-Other Pupil Outcomes.

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: 62.2% English Learners: 19.4% Low Income: 54.9% Students with Disabilities: 15% Asian: 80% Hispanic/Latinx: 49.6%	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 52.5% English Learners: 36.1% Low Income: 48.6% Students with Disabilities: 4.4% Asian: 68.9% Hispanic/Latinx: 43.9%	2022-23 All Students: 59.2% English Learners: 37.5% Low Income: 54.2% Students with Disabilities: 7.7% Asian: 77.8% Hispanic/Latinx: 42.0%	67% Data Year: 2022-23 Data Source: CA Dashboard

	Data Source: CA Dashboard		Data Source: CA Dashboard	Data Source: CA Dashboard	
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 79% English Learners: 52.8% Low Income: 74.1% Students with Disabilities: 35% Asian: 92.2% Hispanic/Latinx: 68% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 49.1% English Learners: 38.5% Low Income: 41.8% Students with Disabilities: 8.7% Asian: 80.0% Hispanic/Latinx: 33.1% Data Source: CA Dashboard	2022-23 All Students: 60.0% English Learners: 41.8% Low Income: 50.3% Students with Disabilities: 11.5% Asian: 82.6% Hispanic/Latinx: 40.2% Data Source: CA Dashboard	82% Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 48.2% Low Income: 36.8% Hispanic/Latinx: 15.4% Data Source: Data Quest	N/A	2021-22 All Students: 13.3% Low Income: 16.7% Hispanic/Latinx: 8.7% English Learners: 8.3% Data Source: Data Quest	2022-23 All Students: 37.8% Low Income: 28.0% Hispanic/Latinx: 32.1% English Learners: 25.0% Data Source: Data Quest	All Students: 53.2% English Learners: 53.2% Low Income: 53.2% Students with Disabilities: 53.2% Asian: 53.2% Black or African American: 53.2% Hispanic/Latinx: 53.2% Data Year: 2022-23 Data Source: Data Quest

Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.32 Data Source: NWEA MAP	1.13 Years Data Year: 2021-22 Data Source: NWEA MAP	1 Years Data Year: 2022-23 Data Source: NWEA MAP	.98 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.46 Data Source: NWEA MAP	1.15 Years Data Year: 2021-22 Data Source: NWEA MAP	.95 Years Data Year: 2022-23 Data Source: NWEA MAP	1.04 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 37% Data Source: CA Dashboard	64.1% Scoring Level 3 or 4 on ELPAC (2019-20 ELPAC test suspended due to COVID, no prior year score for ELPI calculations) Data Year: 2020-21 Data Source: DataQuest	2021-22: 40.1% Data Source: CA Dashboard	2022-23: 31% Data Source: CA Dashboard	High (Green) on current status of dashboard 55% Data Year: 2022-23 Data Source: CA Dashboard
EL Reclassification Rate	2019-20: 12.9% Data Source: CA Dashboard	13.1% (as of 4/15/22) Data Year: 2021-22 Data Source: SIS Demographics 0.0% (due to COVID assessment and instruction interruptions)	11% Data Year: 2022-23 (as of 3/15/23) Data Source: SIS Demographics	1.6% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Demographics	15% Data Year: 2023-24 Data Source: SIS Demographics

		Data Year: 2020-21			
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		Data Source: DataQuest			
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Goal Analysis

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.

All Goal 1 actions were implemented as planned except, in 1.4 Services to Support Emerging Bilingual Students, we did not implement the support plan framework for newcomers. However, we differentiated our curriculum for newcomers, and we provided p.d. for our teachers on newcomer strategies. Successes and Challenges: In 1.1 Common Core-Aligned Instruction & Materials, we adopted a new curriculum for math and for reading. The math curriculum is conceptually based, and the reading program is based on the science of reading. The adoption has been a success. A related challenge has been, given the new curriculum, how we personalize instruction for students. We reflected mid-year on our implementation and made some adjustments to small-group instruction and student 1-to-1 coaching. With Eureka in math, we have done a rotational model where students get core instruction in groups, so the teacher can personalize the pace for students, a shift we made in January based on reviewing data from winter assessments. We also elevated our small group instruction and guided reading. We did a lot of professional development with teachers on how to do small group instruction in the reading block. In 1.2 Personalized Learning, we are in Year 1 implementation of a new district curriculum. A success was that all teachers and leaders received professional development on the new curriculum and are implementing year one. A related challenge we anticipate is the need for support beyond year one, and we are considering how to develop additional professional development for continued support of the implementation and rollout. In 1.3 Special Education Supports, we had success in gathering cross discipline/provider aligned recommendations for students to ensure all providers are working on the full picture for increased student achievements. A related challenge has been the need for cross discipline/team assessment calendars. At times it is difficult to align all providers on a date. In 1.4 Services to Support Emerging Bilingual Students, a success to celebrate is that not only is designated ELD happening with fidelity, but based on school site observation and network observation data, it is occurring with higher quality instruction than ever before, responding to our focus on Principle 2 of the EL Roadmap. In addition to observation data, our Multilingual Learner leads, the school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the programs on their campuses. In terms of challenges for 1.4, we had planned a rollout of universal strategies to support Tier One instruction. Regional observation showed it was not a strong rollout, and we can do better next year. We plan to either go back to GLAD (Guided Language Acquisition Design) strategies implementation, which is more familiar, or to increase focus on implementation roll out for universal strategies. In 1.5 Reading Engagement, a challenge was that it took us longer than expected to use the new assessments to discern student reading levels under DIBELS. We did figure out by mid-year how to do so and implemented the leveled reading consistently by then. Overall, we found that action 1.5 Reading Engagement successfully helped increase participation in reading, with all kids going home with books on their reading level. We have seen a positive trend of ELA scores based on progress monitoring, and our teachers have been modeling reading as an everyday activity.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences for the actions in Goal One.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 1.1 Common Core-aligned instruction & materials, 1.2 Personalized Learning, 1.3 Special Education Supports, and 1.5 Love of Reading Campaign actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target

in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we approached our targets. Although we see growth, there is a bigger learning gap due to the pandemic that we will continue working to address. We began implementing new curricula for reading and math in 2023-24. In the curriculum rollout, under Action 1.1, our goal for this year was to know we are implementing with fidelity. We expect to see and evaluate the results after a full year of implementation. Our internal data points for this year are around implementation, which is positive. We are planning for further implementation support in the 24-25 school year as well.

In 1.4 Services to Support Emerging Bilingual Learners, our annual goal is for 15% of students to meet all required criteria for reclassification each year. We also strive for at least 55% of students to demonstrate progress on the English Learner Progress Indicator (ELPI). In 2023, we had 31% of students making progress in the English Learner Progress Indicator. In 2023-24, as of 3/29/24, we had a reclassification rate of 1.6% Data showing the full impact of this year’s LCAP goals and initiatives will be available in the summer. But our internal observation data on implementation of ELD shows the highest quality implementation yet. Based on this information, we believe the action toward the goal was somewhat effective. In order to accelerate progress, we plan to continue this work and to either increase the focus on universal strategies for Tier One instruction or return to GLAD strategies implementation, which is under consideration.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. In 1.1 and 1.2, we added information about the adoption and implementation of a new Tier 2 Intervention curriculum. In 1.4 we added information on our ELD implementation for 24-25 within the context of a multi-year focus on the EL Roadmap. In 1.5 we changed the title to align with current initiatives.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<p>% of students with access to their own copies of standards aligned instructional materials for use at school and at home</p>	<p>100%</p> <p>Data Year: 2019-20</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>
<p>Number/% of total and EL teachers credentialed & properly assigned</p>	<p>100%</p> <p>Data Year: 2019-20</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>
<p>% of adopted standards including ELD standards implemented</p>	<p>100%</p> <p>Data Year: 2019-20</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>	<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Indicators</p>

Goal Analysis

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.

All Goal 2 actions were implemented as planned except, in 2.2 Assessments, the first two bullet points did happen as planned, but we now use the term state test primer instead of interim assessments, and we used DIBELS instead of STEP and Fountas and Pinnel in order to better align to our curriculum. Successes and Challenges: In 2.1 Professional Development, a success was that our P.D. directly supported implementation of the new curriculum across all spaces. We partnered with external organizations to make this come to life. We held a mix of school-based and network regional p.d. In 2.1, a challenge was in differentiating for teachers, given we were all starting with the new curriculum (so that new vs. experienced teachers all had the same p.d.). One of the greatest successes in 2.2 Assessment was that we had highly experienced internal ELPAC proctors through strong staff retention. This was a great benefit for our students. In 2.2 Assessment, we wish we could have more internal proctors, but we do still have to use some external proctors. In 2.3 Data Days, our data analysis has led to gains in % of students on track in reading levels and to increases in end of unit module assessments as well. In 2.3 Data Days, it was challenging to adapt to some of the new reporting structures with the new curriculum, which reports would be most useful to incorporate. Our reading assessment, mCLASS, tracks across major skills, but doesn't give us specifics to the letter, so we learned we had to supplement. In 2.4 Coaching, we successfully leveraged regional cluster common planning to bring together grade levels. We also held successful leadership development clinics for site leaders to opt into. Additionally, we found success in the creation of a core block coaching look-fors playbook to guide coaching. In 2.4 Coaching, it was a challenge to adjust our intellectual prep structures to account for teachers' increased need for time to internalize new curriculum. In 2.5 Credentialing, We have seen many of our teachers pass their required tests and continue to support staff still working to meet program enrollment requirements. In terms of challenges, we have determined that National University is not the optimal partner for our Intern teachers. We will be directing new staff that require program enrollment to Reach University instead. In 2.6 Culturally Responsive Pedagogy, we saw success in holding in person Los Dichos to bring in families to read with students on a monthly basis. We also held academic community meetings to unpack the curriculum, discuss progress with families, and align on strategies to support our Rocketeers. We found success in providing windows and mirrors for Rocketeers through our classroom libraries and text selection. In 2.6 Culturally Responsive Pedagogy, a challenge was in adjusting to find high leverage places for personalization and modification for our new curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.2 Assessments, there was a material difference (\$3,766) because of increased expenses due to additional substitutes for testing.
In 2.5 Teacher Credentialing there was a material difference (\$7,223) because expenses were higher than anticipated; budget was too low.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

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.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. We combined the previous Assessment and Data Days actions into 2.2 Data Driven Instructional Practices to better capture the data cycle. In 2.4 we updated the description to reflect our new partnership with Reach University and our work to strengthen our internal career pathway, also in partnership with Reach. In 2.5, we updated the description to more succinctly reflect our ongoing implementation of culturally responsive pedagogical practices.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

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 Data Year: 2019-20 Data Source: Local Indicators	Met Data Year: 2020-21 Data Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.	90% Data Year: 2021-22 Data Source: Internal Survey	80% Data Year: 2022-23 Data Source: Internal Survey	81% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey

% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.	95% Data Year: 2021-22 Annual Parent Survey	79% Data Year: 2022-23 Annual Parent Survey	86% Data Year: 2023-24 Annual Parent Survey	85% Data Year: 2023-24 Annual Parent Survey
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Goal Analysis

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.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Business Operations Manager, based on our internal metrics for operations systems, we improved operations significantly this year. Highlights of this success include improvements in safety, joy, and efficiency at recess. We surveyed in Fall 2023 and again in December 2023, and we saw improvement and 80%+ satisfaction in these categories. In 3.2 School Maintenance, this year we expanded our network team for facilities maintenance. Although we successfully added one staff member, we struggled to fill the third role, which impacted our ability to address all needs in the most expeditious manner possible. However, we had great retention of our site-based operations roles.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.1 Business Operations Manager there was a material difference (\$12,244) because salary differed from original budget.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The School Maintenance action was effective as evidenced by the Do facilities meet the “good repair” standard: Met.

The Business Operations Manager, Custodial Services & Supplies, and Operations Specialists actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 81% and % of families feel campus is safe: 86%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work.

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.

In 3.1 we updated the action to include the Operations Specialist role in addition to the Business Operations Manager. In 3.2 we added janitorial services to the description so the action will encompass maintenance and janitorial. In 3.3, we shifted the focus from janitorial services to safety trainings. In 3.4 we shifted the focus to describe systems of staff development and continuous improvement in operations.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priorities 3-Parent Engagement; 5-Student Engagement; 6-School Climate; and 7-Course Access.

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 2020-21 data due to pandemic school closure.	82% Data Year: 2021-22 Data Source: Internal Survey	80% Data Year: 2022-23 Data Source: Internal Survey	80% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	89% Data Year: 2020-21 Data Source: Annual Parent Survey	80% Data Year: 2021-22 Data Source: Annual Parent Survey	81% Data Year: 2022-23 Data Source: Annual Parent Survey	81% Data Year: 2023-24 Data Source: Annual Parent Survey	90% Data Year: 2023-24 Data Source: Annual Parent Survey
Portion of parents with input into decision making (Parent survey participation rate)	100% Data Year: 2020-21 Data Source: Internal Survey	72% Data Year: 2021-22 Data Source: Internal Survey	72% Data Year: 2022-23 Data Source: Internal Survey	98% Data Year: 2023-24 Data Source: Internal Survey	90% Data Year: 2023-24 Data Source: Internal Survey
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All Students: 8% English Learners: 3.9% Low Income: 8.2%	All Students: 31.2% English Learners: 29.9% Low Income: 37.5%	All Students: 27.9% English Learners: 30.7% Low Income: 32.1%	All Students: 20.2% English Learners: 22.1% Low Income: 24.5%	Original Desired Outcome: 8% Adjusted Desired Outcome:(adjusted in response to year one data) All Students: 10%

	<p>Students with Disabilities: 10.2%</p> <p>Asian: 3.8%</p> <p>Hispanic/Latinx: 9.7%</p> <p>Data Source: CA Dashboard</p>	<p>Students with Disabilities: 39.6%</p> <p>Asian: 16.7%</p> <p>Black or African American: 35.0%</p> <p>Hispanic/Latinx: 44.4%</p> <p>White: 25.0%</p> <p>Data Year: 21-22 (as of 4/15/22)</p> <p>Data Source: SIS Attendance Reports</p>	<p>Students with Disabilities: 39.3%</p> <p>Asian: 13.7%</p> <p>Hispanic/Latinx: 37.4%</p> <p>Data Year: 22-23 (as of 4/7/23)</p> <p>Data Source: SIS Attendance Reports</p>	<p>Students with Disabilities: 27.8%</p> <p>Homeless: 35.3%</p> <p>Asian: 13.3%</p> <p>Black: 33.3%</p> <p>Hispanic/Latinx: 24.8%</p> <p>White: 5.6%</p> <p>Data Year: 23-24 (as of 3/29/24)</p> <p>Data Source: SIS Attendance Reports</p>	<p>English Learners: 10%</p> <p>Low Income: 10%</p> <p>Students with Disabilities: 10%</p> <p>Asian: 10%</p> <p>Black or African American: 10%</p> <p>Hispanic/Latinx: 10%</p> <p>White: 10%</p> <p>Data Year: 2023-24</p> <p>Data Source: SIS Attendance Reports</p>
<p>Suspension rate for all students and all significant subgroups</p>	<p>2018-19</p> <p>All Students: 0.2%</p> <p>English Learners: 0%</p> <p>Low Income: 0.2%</p> <p>Students with Disabilities: 0%</p> <p>Asian: 0%</p> <p>Hispanic/Latinx: 0.3%</p> <p>Data Source: CA Dashboard</p>	<p>All Students: 0.0%</p> <p>English Learners: 0.0%</p> <p>Low Income: 0.0%</p> <p>Students with Disabilities: 0.0%</p> <p>Asian: 0.0%</p>	<p>All Students: 0.0%</p> <p>English Learners: 0.0%</p> <p>Low Income: 0.0%</p> <p>Students with Disabilities: 0.0%</p> <p>Asian: 0.0%</p>	<p>All Students: 0%</p> <p>English Learners: 0%</p> <p>Low Income: 0%</p> <p>Students with Disabilities: 0%</p> <p>Asian: 0%</p> <p>Hispanic/Latinx: 0%</p>	<p>All Students: 0.5%</p> <p>English Learners: 0.5%</p> <p>Low Income: 0.5%</p> <p>Students with Disabilities: 0.5%</p> <p>Asian: 0.5%</p>

		Black or African American: 0.0%	Hispanic/Latinx: 0.0%	Data Year: 2023-24 (as of 3/29/24)	Black or African American: 0.5%
		Hispanic/Latinx: 0.0%	White: 0.0%	Data Year: 2022-23 (as of 4/7/23)	Hispanic/Latinx: 0.5%
		Data Year: 2021-22 (as of 4/15/22)	Data Source: SIS Discipline Reports	Data Source: SIS Discipline Reports	White: 0.5%
		Data Source: SIS Discipline Reports			Data Year: 2023-24
					Data Source: SIS Discipline Reports
Expulsion rate for all students and all significant subgroups	2018-19: 0%	0%	0%	0%	0%
	Data Source: CA Dashboard	Data Year: 2021-22 (as of 4/15/22)	Data Year: 2022-23 (as of 4/7/23)	Data Year: 2023-24 (as of 3/29/24)	Data Year: 2023-24
		Data Source: SIS Discipline Reports	Data Source: SIS Discipline Reports	Data Source: SIS Discipline Reports	Data Source: SIS Discipline Reports
Average Daily Attendance	2018-19: 96%	92.1%	92.3%	93.4%	95%
	Data Source: SIS Attendance Reports	Data Year: 2021-22 (as of 4/15/22)	Data Year: 2022-23 (as of 4/7/23)	Data Year: 2023-24 (as of 3/29/24)	Data Year: 2023-24
		Data Source: SIS Attendance Reports	Data Source: SIS Attendance Reports	Data Source: SIS Attendance Reports	Data Source: SIS Attendance Reports
% of students with access to a broad course of study, including unduplicated students and students with exceptional needs	100%	100%	100%	100%	100%
	Data Year: 2019-20	Data Year: 2020-21	Data Year: 2021-22	Data Year: 2022-23	Data Year: 2022-23
	Data Source: Local Indicators	Data Source: Local Indicators	Data Source: Local Indicators	Data Source: Local Indicators	Data Source: Local Indicators

Goal Analysis

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.

All Goal 4 actions were implemented as planned except, in 4.3 Social Emotional Learning, we had a Wellness Counselor, but we did not add the Wellness Counselor Intern. Successes and Challenges: In 4.1 Enrichment, it was challenging to staff our enrichment classes. We consistently had P.E., but we had to start our science and art offerings in January. In 4.2 Field Trips, we successfully had every single 4th and 5th grade cohort at each RPS campus attend science camp this year. We had many successes in 4.4 Care Corps. Our reach of families has grown threefold this year across the network. Last year, we had some inconsistency in the staffing of our Care Corps lead, but this year we were consistently staffed. In addition, we have been able this year to increase our caseloads to 15 families per school, every nine weeks, serving those with the most severe needs and high chronic absenteeism. Care Corps is integrated with the attendance escalation process, in collaboration with the Regional Attendance Review Board. Across our 13 CA schools, we serve close to 585 families served per year through case management care coordination services. Staff had weekly check-ins with parents, offered community referrals to organizations to meet needs, referred as needed and paid registration to Parent Project (a series of helpful parent workshops offered through the District Attorney office). Care Corps partnered with our school leadership team to share student progress and provide feedback to leverage support of all stakeholders on campus and communicate how they can additionally support, especially when attendance was affected. One big challenge we experienced in 4.4 Care Corps is that there is a high emotional toll on our team when community partners have insufficient resources to help our students. It is very difficult, when we see that families are living in a car, in a tent, doubled, or tripled up in housing, and we are faced with the lack of housing options in the community to help them. Often this year we found that shelters had wait lists, there were no more hotel vouchers available, and hotline for referrals had a two-week waitlist. Another challenge has been helping parents to ask for resources to meet their own needs which would facilitate care coordination services for the entire family.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 Enrichment, there was a material difference (\$172,227) because after school programming expenses were higher vs. plan.
In 4.2 Field Trips, there was a material difference (\$21,638) because Science camp expenses were higher vs. what was initially planned.
In 4.3 Social Emotional Learning, there was a material difference (-\$4,393) because expenses were below plan due to changes in staffing plans, resulting in fewer expenses for the school based social emotional learning consultants and interventionists. Rocketship instead hired regional Wellness Teachers and Counselors.
In 4.4 Care Corps, there was a material difference (-\$9,856) because Care Corp compensation expenses differed from what was planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (80%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Field Trips actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by Average Daily Attendance

(93.4%), by Chronic Absenteeism rate for all students and all significant subgroups (20.2% overall), and by 81% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–98%). Although the ADA is lower and Chronic absenteeism much higher than in a typical pre-pandemic year, the pandemic continues to bring unprecedented challenges to attendance, and we see that the actions made a big difference in supporting attendance despite this challenge.

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.

In 4.4 we updated the Care Corps description to include the initiatives begun under our Community Schools program.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. This broad goal addresses state priority 3-Parent Engagement.

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)	84% Data Year 2020--21 Data Source: Internal HelpCounter Data	70% Data Year 2021-22 (As of 4/22/22) Data Source: Internal HelpCounter Data	91% Data Year 2021-22 (As of 4/14/23) Data Source: Internal HelpCounter Data	93% Data Year 2022-23 (As of 5/3/24) Data Source: Internal HelpCounter Data	90% Data Year 2023--24 Data Source: Internal HelpCounter Data
% Home visits completed	91% Data Year 2020-21	79% Data Year 2021-22	97% Data Year 2022-23	99% Data Year 2023-24	95% Data Year 2023-24

	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	90% Data Year 2020--21 Data Source: Annual Parent Survey	79% Data Year 2021-22 Data Source: Annual Parent Survey	81% Data Year 2022-23 Data Source: Annual Parent Survey	83% Data Year 2023-24 Data Source: Annual Parent Survey	90% Data Year 2023-24 Data Source: Annual Parent Survey

Goal Analysis

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.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1, we had success in surveying families during the summer and then again in Spring to find out what families would like to have in terms of family engagement events. Conducting two surveys instead of the usual one survey allowed for schools to receive feedback, implement it, and seek additional feedback. Based on this data, we implemented cultural celebrations, including celebrations of Hispanic Heritage, Lunar New Year, and Black History. Our priority this year was engaging families through different processes and systems, and our cultural celebrations were a big part of this. We also offered a Zoom option for Cafecitos, and we held some hybrid academic family meetings, which provided additional flexibility for families. We surveyed families on whether orientation was a meaningful experience, and satisfaction was high, another success in family engagement. In 5.1, a challenge we are considering is how to make sure that all of our families are able to come to the events. We wish to engage more of the families that need the most support--for example, families of students that are truant or chronically absent, and not just the same already involved families. In 5.3, a challenge continues to be language barriers for staff in conducting home visits and finding sufficient time for home visits since we are once again doing fully in-person home visits. We used a buddy system to plan around the language needs. In 5.4 Los Dichos, we have had successful family outreach and participation across our Rocketship schools. Across all 13 schools, we've averaged about ~3 family members per classroom and this exceeds our goal of 2 family members per classroom. We had over 3,600 volunteers between September and March so far! We've improved our curriculum to ensure that all books are accessible in Spanish and Vietnamese (vs Spanish only in the past) to reflect the primary home languages spoken in our schools. A success was the inclusion of a broad range of family members in the program--grandpas, cousins, aunties, uncles. A meaningful experience for everyone, and especially for families who could engage in their primary language. A challenge was that some months have higher parent turnout than others, we want to have consistent family readers each month.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.2 Family Outreach there was a material difference (-\$949), and the variance is the result of lower personnel costs in family outreach versus the budget.

In 5.3 School Leadership Team, there was a material difference(\$28,252), and the variance is the result of a difference in personnel costs versus the budget

In 5.4 Los Dichos there was a material difference (-\$2,698) because funds were budgeted in case expenses materialized. This is primarily a volunteer program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent involvement and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (93%).

Parent Outreach was effective as evidenced by % Home visits completed (99%)

School Leadership Team was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (83%).

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.

We reorganized our actions within Goal 5 to better align with the facets of our family engagement initiatives. We also added an Attendance Initiatives action to communicate the important work being done to increase or maintain high attendance and reduce chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 Spark Academy	Maya Barua, Principal	spark@rsed.org ; 408-622-6651

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Rocketship Spark (RSK) opened in August 2013, the eighth Rocketship campus to open in San Jose. The school serves approximately 558 students in grades TK-5. Rocketship Spark is one of our most diverse schools, with large populations of both Asian (37.5%) and Hispanic (51.1%) students. Approximately 59.5% of the students are socioeconomically disadvantaged, 49.1% are English learners, and 9.7% are students with disabilities. The school was renewed for a five-year term during the 2017-18 school year.

Spark 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 Spark’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 Spark 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.

All Rocketship campuses share four core values – respect, responsibility, empathy and persistence – and develop a fifth core value as a community. At RSK this fifth core value is curiosity. Students at Rocketship Spark are encouraged to be life-long learners and draw on their curiosity to understand the world around them. Our talented team of educators works collaboratively with our dedicated parent community to ensure every Rocketeer on our campus receives an individualized educational experience tailored to his or her learning needs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Spark 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 be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as 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 Spark 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

We are proud to share that staff culture has been very strong and a bright spot. Staff survey ratings for manager effectiveness in 23-24 were the highest in the past five years for our school, and in terms of staff satisfaction, we were one of top three schools in the network.

2023 Dashboard Reflections

RSK has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing 4.3 Social Emotional Learning.

RSK has identified a success in English Language Arts (Blue, 19.4 pts above standard). We will build on this success by implementing 1.1 Personalized Learning.

RSK has identified a success in Mathematics (Blue, 18.1 pts above standard). We will build on this success by implementing 1.1 Personalized Learning.

RSK has identified a need in English Learner Progress (Red, 31%). We will address this need by implementing 1.3 Services to Support Multilingual Students Required Action. RSK has identified a need in Chronic Absenteeism for the Students with Disabilities group (Red, 35.5%). We will address this need by implementing Required Action 1.3 Special Education Supports and 4.4 Care Corps.

ATSI

In the 2023-24 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2023 California School Dashboard, students with disabilities were in the lowest status level for all but one of the state indicators. Students with disabilities were in the lowest status level for chronic absenteeism and in the highest status level (Very Low level--0%) for suspension. No academic indicators were generated for this subgroup due to fewer than thirty students enrolled in grades that take the CAASPP assessments. This plan will address ways to improve our school and student outcomes for students with disabilities in particular, based on a needs assessment and identification of resource inequities.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

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.

Rocketship Spark Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Rocketship Spark Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Rocketship Spark Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	<p>The School Site Council, which fulfills the LCAP Parent Advisory Committee role, 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 RSK based on the CA School Dashboard for 2023 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP input and consultation on 10/3/23, 12/5/23, 2/7/24, and 4/23/24. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. We conducted an RCAB meeting on 5/13/24 to gather more community partner feedback and collaboration around how Care Corps can best support attendance and reduce chronic absenteeism. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 6/4/24.</p> <p>Our board meets quarterly 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 29, 2024. The LCAP was adopted on June 16, 2024.</p>
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings (10/12/23, 11/2/23, 3/4/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal--Cafecitos (9/13/23, 10/11/23, 11/8/23, 1/24/24, 2/13/24, 3/6/24, 4/17/24, 5/15/24), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 4-27).
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (March 4-8).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goal 1:

In our Services to Support Multilingual Learners (Action 1.4), we received feedback from our multilingual families on the need to increase program awareness for families, beginning with what is the process for identifying multilingual families and then what supports are in place and available for multilingual students, and actions that families can take at home to support their student. As a result of this feedback, we added ELAC ambassadors--a parent representative in the SSC for multilingual families (see Action 5.2 Family Advocacy and Leadership). In 1.4 Services to Support Emerging Bilingual Students, our Multilingual Learner leads, school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the Designated English Language Development programs on their campuses, supporting the effectiveness of this action.

Goal 2:

In High Quality Research Based Curriculum (Action 2.1), we received positive feedback from teachers regarding the extensive resources that come with the new ELA and Math curriculum. Similarly, families appreciate the robust family resources, including communications and videos. Students have shared that they like the use of manipulatives in math learning, and they appreciate the additional time in small group instruction they receive under the new curriculum. Students enjoy how interactive the new curriculum is in both subjects. Based in part on this feedback, we will be continuing to utilize the new curriculum and look forward to year two of implementation, and we plan to pilot a Tier 1 curriculum for grades 3-5 in hopes that it will have similarly positive results. We received teacher feedback pointing to the need to change our teacher preparation program partner (Action 2.4 Teacher Credentialing). We received input from our school leaders, teachers, and staff on the effectiveness of our assessments (2.3 Data Driven Instructional Practices). They are very happy with the high retention of assessment proctors, leading to increased familiarity and stronger skills and knowledge base. We heard similar input from our Multilingual Learner leads. We also got feedback from ETS and our state success agent that we have improved in our implementation. We attribute this success to having in-person training and practice on the technical aspects of the administration. Teachers have appreciated the shorter amount of time it takes to administer reading assessment and the increase in rigor aligned to Common Core of our math assessments. In 2.2 Professional Development, our teachers really appreciate our professional development and how it is differentiated, supporting the effectiveness of this action.

Goal 3:

Based on staff and family feedback, we improved significantly this year in our Operations. Highlights of this success include improvements in safety, joy, and efficiency at recess. Based on this feedback, we plan to continue implementing the actions of Goal 3. In our Fall 2023 family survey, we evaluated safety and effectiveness of our drop off and pick up procedures and our school providing a safe learning environment. We surveyed again in December, and improved and exceeded 80% satisfaction in these categories. This input supported the effectiveness of our Goal 3 actions.

Goal 4:

In 4.3 SEL, students have shared that they love their teachers and feel well connected with them, supporting the effectiveness of this action. The Care Corps team continually seeks input from families on any help needed in meeting basic needs, and family input continues to show a great need among families for services such as food, shelter, medical, and other resources. In response, we expanded our Care Corps program and integrated the Community Schools program with it so that we can support more families with wrap-around services (Care Corps Action 4.4).

Goal 5:

During the implementation of the new Math and Reading curriculum described in Goal 1, Action 1, we heard from families that although there is much they appreciate about the program, some of the content is taught in ways different than they learned it. To address this, we're having

academic community meetings about the curriculum and sharing ways parents can support students at home, as part of Family Engagement (Action 5.1). In 23-24 we added a fall mini-survey in addition to our annual Spring family survey. Our intent was to get feedback after the first 30 days of the school year and be able to make timely adjustments before surveying again in Spring. The valuable feedback received led to several plan improvements. First, we plan to continue the fall mini-survey as part of our family engagement. Additionally, we learned that orientation was a meaningful experience for our families, so we plan to continue this event. Next, in asking what additional family engagement events they would like to have, we learned that families would like to have cultural celebrations. We implemented many cultural celebrations throughout the year and plan to continue these in the coming year, based on positive family feedback (Action 5.1 Family Engagement). Also supporting the effectiveness of 5.1, we have had very high engagement in parent partnership hours. Parents love all of the different ways to engage in their student's learning and the flexibility of this initiative, and we have had high attendance at our family events. In 5.4 Los Dichos, our ELAC members were excited to see the high participation in the program, supporting the effectiveness of this action with the school at large and among our multilingual families.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

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. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	<p>CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: Data Quest</p>	<p>All Students: 59.2%</p> <p>English Learners: 37.5%</p> <p>Low Income: 54.2%</p> <p>Students with Disabilities: 7.7%</p> <p>Asian: 77.8%</p> <p>Hispanic/Latinx: 42.0%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>64%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]
1.2	<p>CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups</p> <p>Data Source: Data Quest</p>	<p>All Students: 60.0%</p> <p>English Learners: 41.8%</p> <p>Low Income: 50.3%</p> <p>Students with Disabilities: 11.5%</p> <p>Asian: 82.6%</p> <p>Hispanic/Latinx: 40.2%</p> <p>Data Year: 2022-23</p>	[Insert outcome here]	[Insert outcome here]	<p>65%</p> <p>Data Year: 2025-26</p>	[Insert current difference from baseline here]

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 37.8% Low Income: 28.0% Hispanic/Latinx: 32.1% English Learners: 25.0% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	43% Data Year: 2025-26	[Insert current difference from baseline here]
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	.98 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.04 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27 Data Source: NWEA MAP	
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	31% Data Year: 2022-23			55% Data Year: 2025-26	

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	1.6% Data Year: 2023-24 (as of 3/29/24)			15% Data Year: 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Personalized Learning	<p>RSK's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Title I funds are used for tutors and teacher assistants who provide small group instruction during the school day in order to fill learning gaps and accelerate learning. 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 Intervention 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 classroom 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 students in Special Education.</p> <p>We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 24-25, we will be in year two of implementing a new Humanities/ELA intervention curriculum. Participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-4 students.</p> <p>Title I Evidence-Based Strategies</p>	<p>\$ 675,316 (\$ 132,804 Title I)</p>	Yes
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		<p>The Personalized Learning action, as described above, combines adaptive intervention curriculum for learning acceleration with high quality tutoring in a small group setting. These evidence-based educational strategies are designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards. During learning lab time, all students utilize adaptive online learning platforms to fill gaps and accelerate learning. Title I-funded tutors pull small groups of students for tutoring based on assessment data, targeting students most in need of academic support, including low income students, English learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.</p>		
1.2	Special Education Supports	<p>Although RSK runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. 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. This action will include supports as needed to ensure regular attendance of our Students with Disabilities .</p>	\$ 502,646	No

1.3	Services to Support Multilingual Students	<p>Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to grade 5. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year.</p> <p>Last year 23-24, we built on EL Roadmap Principle 1 and focused on EL Roadmap Principle 2 by investing in intellectual quality of instruction and meaningful access, which included embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helped us identify opportunities to elevate our practices and innovate in services of educational equity.</p> <p>To amplify the implementation of Integrated ELD, we used “Universal Strategies” to provide access to content. Designated ELD focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons were differentiated for newcomers. Teachers also increased their knowledge on newcomers strategies through campus held professional development and modules.</p> <p>We invested in formative assessment to monitor progress towards both of our program goals, making progress towards English proficiency and mastery of grade level standards. We measured student progress in Lexia English (units and levels) to ensure that students stay on track to achieve their ELPAC growth goals. In addition to Lexia English, we used formative assessments aligned to the ELD standards such as piloting the ELPAC Interim Assessments (Writing Domain only in non standardized testing) to measure movement along the language proficiency continuum.</p>	\$ 39,216	No
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		<p>In 24-25 we will continue to build on EL Roadmap Principle 2 by continuing to explicitly teach ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We will revamp our rollout plan for Universal Strategies to strategically respond to the needs of all campuses and provide resources and support for its integration in all learning spaces, and/or elevate teacher practice on GLAD strategies through professional development and coaching support. We will continue to invest in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice.</p> <p>In engaging families of multilingual learners and strengthening our schools' partnership with them, our school will continue to elect an ELAC Ambassador to represent multilingual learners in SSC and other spaces. To develop their knowledge on the multilingual learners program, ELAC Ambassadors will meet three times a year and attend walkthroughs on campus to observe instruction, including social emotional learning. During SSC/ELAC meetings, ELAC Ambassadors will lead the conversation with schools on multilingual learners support and achievement. They will have multiple opportunities to collaborate with their schools to increase at home support, and advocate for high quality instruction. This action has been specifically designed to support the needs of our English learners.</p>		
1.4	Rocketship Reads	Rocketship Spark will implement a Rocketship Reads 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.	\$ 94,374	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	High Quality, Research-based Curriculum	<p>The RSK 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. RSK operates an inclusion model and therefore this core 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. RSK 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. For 24-25, we will continue the implementation of the math curriculum and k-2 reading begun in 23-24, and we plan to pilot a Tier 1 reading curriculum for grades 3-5.</p>	\$ 43,367	No
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2.2	Professional Development	<p>Professional Development is a critical component of the RSK program. We will continue to implement a comprehensive program of 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 will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs.</p> <p>Summer PD</p> <p>Each summer, RSK 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, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.</p> <p>Thursday PD</p> <p>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>Professional Development Fund</p> <p>RSK has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSK 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.</p>	\$ 247,720	Yes
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2.3	Data Driven Instructional Practices	<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"> • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS 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) • Initial and summative Alternative ELPAC for English Learners with severe cognitive disabilities <p>Following administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RSK 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>	\$ 75,540	Yes
2.4	Instructional Coaching	<p>The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RSK teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. 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>	\$ 229,524	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that will provide staff with an Early Completion option and a traditional two year route to earning their Preliminary Credential. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 24-25 school year.	\$ 25,392	No
2.6	Culturally Responsive Pedagogy	RSK is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. 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.	\$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the "good repair" standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	81% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	86% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	85% Data Year: 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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3.1	Operations Staffing & Development	<p>Our school 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. Our BOM serves as safety lead for campus, planning and leading safety training 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.</p> <p>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.</p>	\$ 485,861	Yes
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3.2	Facilities Maintenance	<p>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>Our school 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> <p>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>	\$ 255,947	No
3.3	Safety Training	<p>We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.</p>	\$ 15,977	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their 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. We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	\$0	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

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. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	80% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)			All Students: 0% Data Year: 2026-27	

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23			100% Data Year: 2025-26	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	<p>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, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. 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.</p>	\$ 224,128	Yes
4.2	Outdoor Education and Community Experiences	<p>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 from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go 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.</p>	\$ 39,088	Yes

4.3	Social Emotional Learning	<p>At Rocketship Spark we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Spark core values: respect, responsibility, persistence, empathy, and curiosity. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.</p> <p>In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.</p>	\$ 155,289	No
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		<p>Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed.</p> <p>We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling 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.</p>		
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4.4	Care Corps	<p>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 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 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. We have expanded our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We conduct health screenings for all students, including vision, hearing, and dental. We partner with an outside organization to provide families with immunizations. We have four main initiatives:</p> <p>Food Distribution: We service 800 families every month across San Jose and East Bay.</p> <p>Pop Up Closet: Free clothing families can access either at food distribution sites or on campus.</p> <p>Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example).</p> <p>Health Screenings: The team of providers works 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 Schools program also includes a program to address chronic absenteeism.</p>	\$ 78,791	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

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. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	93.4% Data Year: 2023-24 (as of 3/29/24)	[Insert outcome here]	[Insert outcome here]	95% Data Year: 2026-27	[Insert current difference from baseline here]

5.2	<p>Chronic Absenteeism rate for all students and all significant subgroups</p> <p>Data Source: SIS Attendance Reports</p>	<p>All Students: 27.9%</p> <p>English Learners: 22.1%</p> <p>Low Income: 24.5%</p> <p>Students with Disabilities: 27.8%</p> <p>Homeless: 35.3%</p> <p>Asian: 13.3%</p> <p>Black: 33.3%</p> <p>Hispanic/Latinx: 24.8%</p> <p>White: 5.6%</p> <p>Data Year: 23-24 (as of 3/29/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>All Students: 10%</p> <p>Data Year: 2026-27</p>	[Insert current difference from baseline here]
5.3	<p>% of parents are involved (% parents on track to complete participation hours)</p> <p>Data Source: Internal HelpCounter Data</p>	<p>93%</p> <p>Data Year 2022-23 (as of 5/3/24)</p>	[Insert outcome here]	[Insert outcome here]	<p>90%</p> <p>Data Year 2026-27</p>	[Insert current difference from baseline here]

5.4	<p>% Home visits completed</p> <p>Data Source: Internal Data</p>	<p>99%</p> <p>Data Year 2023-24</p>			<p>95%</p> <p>Data Year 2026-27</p>	
5.5	<p>% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p> <p>Data Source: Annual Parent Survey</p>	<p>83%</p> <p>Data Year 2023-24</p>			<p>90%</p> <p>Data Year 2026-27</p>	
5.6	<p>% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)</p> <p>Data Source: Annual Parent Survey</p>	<p>81%</p> <p>Data Year: 2023-24</p>			<p>85%</p> <p>Data Year 2026-27</p>	

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	98% Data Year: 2023-24			90% Data Year 2026-27	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	Family Engagement	<p>We believe that families are their student’s first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including:</p> <p>Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year.</p> <p>Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party.</p> <p>Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders.</p> <p>Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.</p>	\$ 111,003	Yes
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	<p>Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement.</p> <p>College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.</p> <p>Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.</p>		
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5.2	Family Advocacy and Leadership	<p>In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond.</p> <p>Advocacy opportunities for all families include:</p> <p>School Site Council (SSC) and English Learner Advisory Committee (ELAC):</p> <p>SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners.</p> <p>Regional Advisory Board: 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> <p>California Leadership Organizing Committee (CLOC):</p> <p>The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.</p>	\$0	No
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5.3	School-Family Partnership	<p>Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents 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 parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums.</p> <p>Through the Care Corps program, schools 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>	\$ 65,562	No
5.4	Los Dichos	<p>Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the 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 or Vietnamese 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 Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.</p>	\$ 18,527	No

5.5	Attendance Initiatives	<p>We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. Tier I includes positive attendance incentives and daily contacts made for any absent students. Tier II supports begin once a student misses 2+ days within the week, with added outreach, action planning, and notifications provided. Tier III supports, which begin when a student is identified as chronically absent or truant, incorporate intensive supports and team-based monitoring that as needed can involve our formalized process of School Attendance Review Team (SART) potential referrals to our Regional Attendance Review Board (RARB). We work to ensure that our systems and process are followed with fidelity so that attendance barriers are addressed and families are equipped with resources to improve attendance.</p>	\$ 58,194	No
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Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 1,589,498	\$168,571

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.03%	0%	\$0	27.03%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching</p>	<p>In reviewing the 2023 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at green level for ELA (EL +3.4, SED +4.6) and in Math, English Learners are at blue level (+11.3) and Socioeconomically Disadvantaged students are at green level (+1.6). We had red level performance in 2023 on the English Learner Progress Indicator, with 31% of students making progress towards English language proficiency. In 2023-24, our EL Reclassification rate was 1.6% as of 3/29/24. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.</p>	<p>Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship 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 Driven Instructional Practices provide high quality assessments and 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 instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math</p>	<p>1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate</p>
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		will benefit, they are LEA-wide actions.	
<p>3.1 Operations Staffing & Development</p> <p>4.1 Enrichment</p> <p>4.2 Field Trips</p>	<p>In 2023, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2024 survey results showed that 81% of students feel safe on campus and 80% of student feel connected to at least one staff member. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.</p>	<p>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, and progress yet to be made. Operations Staffing & Development is an action designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--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. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.</p>	<p>3.2 % of students feel safe on campus</p> <p>4.1 % of students feel connected to at least one staff member</p> <p>4.2 Suspension Rate</p>

5.1 Family Engagement	<p>Our 2024 survey and internal data showed that 83% of parents were satisfied with their school, 93% of parents were involved in their school, 99% of families received home visits. 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.</p>	<p>A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all families will benefit, they are LEA-wide actions.</p>	<p>5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)</p>
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Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Spark Academy is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RSK does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

California Department of Education
November 2023

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,880,564	\$ 1,589,498	27.03%	0.000%	27.03%	\$ 1,879,976	0.000%	31.97%	Total:	\$ 1,879,976
								LEA-wide Total:	\$ 1,879,976
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RSK	\$ 372,739	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RSK	\$ 94,374	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RSK	\$ 247,720	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RSK	\$ 75,540	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RSK	\$ 229,524	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RSK	\$ 485,861	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RSK	\$ 224,128	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RSK	\$ 39,088	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RSK	\$ 111,003	0.000%
							\$ -	0.000%
							\$ -	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,514,599.84	\$ 3,718,868.04

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Standards-Aligned Instruction & Materials	No	\$ 101,869	\$ 111,751
1	2	Personalized Learning	Yes	\$ 772,408	\$ 757,744
1	3	Special Education Supports	No	\$ 287,516	\$ 293,567
1	4	Services to Support Emerging Bilingual Students	No	\$ 36,444	\$ 33,638
1	5	Reading Engagement	Yes	\$ 5,618	\$ 5,337
2	1	Professional Development	Yes	\$ 207,140	\$ 201,375
2	2	Assessments	Yes	\$ 19,675	\$ 23,441
2	3	Data Days	Yes	\$ 43,636	\$ 44,308
2	4	Coaching	Yes	\$ 312,220	\$ 325,963
2	5	Teacher Credentialing	No	\$ 25,392	\$ 32,615
2	6	Culturally Responsive Pedagogy	No	\$ -	\$ -
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 131,999
3	2	School Maintenance	No	\$ 186,360	\$ 194,053
3	3	Custodial Service and Supplies	No	\$ 82,277	\$ 82,277
3	4	Operations Specialists	Yes	\$ 389,132	\$ 352,149
4	1	Enrichment	Yes	\$ 656,677	\$ 828,904
4	2	Field Trips	Yes	\$ 37,450	\$ 59,088
4	3	Social Emotional Learning	Yes	\$ 20,000	\$ 15,607
4	4	CareCorp	No	\$ 82,930	\$ 73,074
5	1	Family Involvement	No	\$ 9,591	\$ 8,862
5	2	Family Outreach	Yes	\$ 9,432	\$ 8,483

5	3	School Leadership Team	No	\$ 104,079	\$ 132,331
5	4	Los Dichos	No	\$ 5,000	\$ 2,302

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,595,110	\$ 1,587,331	\$ 1,602,995	\$ (15,664)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Personalized Learning	Yes	\$ 361,669	\$ 317,352.71	0.00%	0.00%
1	5	Reading Engagement	Yes	\$ 5,618	\$ 5,336.63	0.00%	0.00%
2	1	Professional Development	Yes	\$ 195,998	\$ 201,375.14	0.00%	0.00%
2	2	Assessments	Yes	\$ 19,675	\$ 23,440.73	0.00%	0.00%
2	3	Data Days	Yes	\$ 40,967	\$ 44,308.10	0.00%	0.00%
2	4	Coaching	Yes	\$ 208,147	\$ 325,962.52	0.00%	0.00%
3	1	Business Operations Manager	Yes	\$ 119,755	\$ 131,999.09	0.00%	0.00%
3	4	Operations Specialists	Yes	\$ 336,319	\$ 352,148.97	0.00%	0.00%
4	1	Enrichment	Yes	\$ 232,300	\$ 117,893.35	0.00%	0.00%
4	2	Field Trips	Yes	\$ 37,450	\$ 59,088.00	0.00%	0.00%
4	3	Social Emotional Learning	Yes	\$ 20,000	\$ 15,607.35	0.00%	0.00%
5	2	Family Outreach	Yes	\$ 9,432	\$ 8,482.50	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,466,166	\$ 1,595,110	0.00%	29.18%	\$ 1,602,995	0.00%	29.33%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

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 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).