

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Rocketship Si Se Puede Academy:

The major priority areas in the Rocketship Si Se Puede Academy include providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors, working on an adaptive online learning program like Lexia or Lightsail for Literacy skills or Reflex or Freckle for STEM skills. Since the majority of the student population is socioeconomically disadvantaged (87.9%) and English Learners (65.8%), Rocketship Si Se Puede Academy makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners and/or Foster Youth (0.5%).

The activities supported with federal funds will supplement and enhance the Charter School's major goals and initiatives by will be the Response to Intervention Curriculum, Tutors, Loyola Marymount University Intern Credential Program and English Learner Authorization, Credential Team, and Professional Development for Ongoing Literacy, English Language Development and Guided Language Acquisition Design.

The decisions made about the use of supplemental federal funds are discussed at the school level through School Site Council and English Learner Advisory Council. The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall (October) and at the final meeting in the spring (April). The parents also participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision making process throughout the year and during LCAP workshops. The decisions take into account the needs of Rocketship Si Se Puede Academy based on student achievement data to include SBAC, ELPAC, NWEA, cumulative assessments, and STEP assessments and student demographic data to include the significant subgroups of Latinx, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students are to improve proficiency in key content areas of English Language Arts and Mathematics overall and by significant subgroup, to provide access to Common Core standards-aligned curriculum taught by appropriately assigned, highly qualified teachers, to develop a school environment that is safe and welcoming to all students, to ensure that students will become self-motivated, competent and lifelong learners, and to engage parents in their students' education.

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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Rocketship Si Se Puede Academy:

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of the Charter School's vision and mission and the goals for all students are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The School Site Council and English Learner Advisory Council will review and approve the LCAP prior to submission. During quarterly meetings, the School Site Council and English Learner Advisory Council will receive quarterly benchmark data (NWEA, STEP, cumulative) for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their class. Students are provided with interventions, but no less than bi-monthly, the teachers will review the progress made by each individual student in the core curriculum as well as in intervention. If adequate progress is being made, the teachers will determine if the student should continue in the intervention program for an additional eight weeks. If accelerated progress is being made, the teachers may determine if the student should discontinue the intervention program for the next two months. If a student is not making adequate progress, the teachers may determine that the student needs a more intensive intervention, should be referred for a Student Study Team, or if there is another intervention which would improve the student's skills. Each parent will receive updated progress information about the academic growth of his/her child every eight weeks. The Executive Director will present the student achievement data quarterly for all subgroups and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the stakeholders meet to determine the schoolwide goals, it is the review of student achievement data which determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, changed or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The School Site Council, English Learner Advisory Council, teachers, staff and parents provide input on the core program, then make decisions based on

differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are no duplicative, yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at School Site Council and English Learner Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district level funds. Based on the needs assessment, the leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize activities. The use of Title funds is used to supplement the English Learner program, is also discussed with the School Site Council and English Learner Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council and English Learner Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Contact Phone and Optional Extension

Contact Email

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Rocketship Si Se Puede Academy:

N/A

APPROVED BY CDE

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Rocketship Si Se Puede Academy:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Coffee Talks and parent leadership meetings. Developing the Parent Engagement Policy is aligned to the process with the LCAP stakeholder involvement process

as evidenced by frequent meetings with parents, sharing the development of the policy and the LCAP with School Site Council and English Learner Advisory Council. The Parent Engagement Policy is available on the school website and will be distributed in the Parent Handbook for the 20-21 school year. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be successful, Accessing the Online Learning Tools, Bullying Prevention, and how to prepare for parent conferences. The Charter School has hosted Literacy and STEM Nights for families to work together on activities and have materials at home. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, regular attendance, and student of the month at monthly award ceremonies and during the morning launch.

The Charter School provides meaningful professional development to administrators, teachers and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include reading in the classroom, volunteering for events, chaperoning field trips and serving as parent leaders. All homework has been focused on reading and supports parents to engage with their students by asking comprehension questions.

The Charter School integrates parent involvement as leaders by encouraging, but not requiring, Parent Partnership Hours. Parents can satisfy their Partnership Hours by participating in academic achievement (i.e. home visits with teachers/School Leaders, teacher conferences, take-home work to assist a classroom teacher, assisting the Office Manager), school community (i.e. attending community meetings, helping at special events), and education advocacy (i.e. attending Parent Leadership meetings or school hearings). All information about parent workshops, programs, meetings and activities are posted on the Charter School's website, schoolwide emails and phone calls, newsletters and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant students so that they can actively participate in the school which includes home visits. Each student will receive a home visit from their core classroom teacher at the beginning of the school year to focus on student learning, individual goals for the student and investing in families especially parents with disabilities and parents of migrant students. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary. Parents also lead community activities and initiatives throughout the year.

Courageous and powerful parent leaders are honored annually at the Parent Leadership Awards Ceremony with the following awards: Emerging Leader, Parent Partnership, Charter

Community Catalyst, Corazon de Oro, Building Community Bridges, Rocketship Education Community Champion, Sam Liccardo Civic Leadership and Parent Leader of the Year.

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Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Rocketship Si Se Puede Academy:

SWP: Rocketship Si Se Puede Academy provides programs and services to the students including providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, and SBAC Math scores. The importance of increasing these scores ensures that students are meeting or exceeding grade level mastery which helps close achievement gaps. Title I funds used for Rtl curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, utilizing Learning Lab materials to ensure students have consumables which will connect learning to the real world, and Leveled Libraries and Classroom Libraries to increase the literacy skills of the students and move them closer to grade level. During the Learning Lab, students engaged in team building and enrichments such as chess, library, and robotics so that it is time of innovation and discovery. Additionally, the Charter School has added data setting with students, then honoring students with schoolwide celebrations for achieving goals for NWEA and sight words.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like math teacher classroom coaching for all students, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change or be replaced. If a strategy like close reading is showing improvement on the SBAC ELA, the initiative continues for the following year.

APPROVED BY CDE**Address the ESSA provision:**

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from Rocketship Si Se Puede Academy:

N/A

APPROVED BY CDE**Homeless Children and Youth Services****ESSA SECTION 1112(b)(6)**

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Rocketship Si Se Puede Academy:

Rocketship Si Se Puede Academy has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents to enroll the student, obtain necessary immunizations or immunization records. If

transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child's education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Rocketship Si Se Puede has made a reservation of funds to support homeless students. This funds will be used to cover bus passes and/or uniforms, if there are homeless students with these needs.

APPROVED BY CDE

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Rocketship Si Se Puede Academy:

Rocketship Si Se Puede Academy supports transitions to include preschool to elementary school or home/daycare to elementary school and elementary school to middle school. To assist with the transition for students in K-3, the Charter School will hold a summer reading program to improve reading and ELA scores. The students attended field trips and participated in experiential learning. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teacher. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts a Registration Day, Orientation, Welcome Party, Parent Conferences, Home Visits, Exhibition Nights, and multiple events like monthly parent coffees to support families.

APPROVED BY CDE

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Rocketship Si Se Puede Academy:

N/A

APPROVED BY CDE

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Rocketship Si Se Puede Academy:

N/A

APPROVED BY CDE

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Cheye Calvo

**Contact Phone
and Optional Extension**

Contact Email

California Department of Education

LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Rocketship Si Se Puede Academy:

N/A - Not Applicable for Charter Schools

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

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Contact Name**Contact Phone
and Optional Extension****Contact Email**

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Rocketship Si Se Puede Academy:

Rocketship Si Se Puede Academy provides a strategic system of professional growth and improvement for new teachers, administrators and school leaders. For all teachers, activities include providing an intensive three week summer training for all teachers that emphasizes on foundational knowledge in culture and classroom. The Charter School provides training in classroom management and effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Rocketship program which is especially helpful for new teachers, including the use of data, instructional techniques, and the scope and sequence of curricula. The professional development sessions are differentiated by subject and grade and focus on skill-building to

maximize teacher time.

In order to provide ongoing professional growth and developments for teachers throughout their career, the professional development fund includes providing additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship Si Se Puede Academy where their development is made a priority. Topics include Spanish language study, teaching in an inclusion model, and the Teachers College Reading and Writing Institute. Students benefit from this higher level professional development that their teachers receive.

Rocketship Si Se Puede Academy builds leadership capacity of teachers, principals and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Principals, Assistant Principals, Business Operations Managers, and Office Managers participate in Leadership Labs for at least twelve hours focusing on topics like “Effectiveness through Understanding,” “Communication and Collaborative Problem Solving,” and “Staff Motivation and Development.” Also, the assistant principals and principals attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data driven instruction, and providing meaningful professional development through the Relay Graduate School of Education Instructional Leadership Professional Development Program.

Rocketship Si Se Puede Academy dedicates at least 200 hours throughout the school year for staff professional development. The Charter School dismisses students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data and determining that professional growth is occurring and improvements in teacher capacity and student achievement is realized. The Principal will make adjustments to the professional development sessions to ensure continuous improvement.

Annually, our professional development team assesses the effectiveness of our professional development, considering stakeholder input, data indicating gaps in achievement, ongoing research in the field, and changing policies. They then update professional development for the coming year to address any gaps or emerging needs. This includes changes to the summer professional development program and adjusted resources and supports for professional development offered in schools. Additionally, the Principal adjusts professional development on an ongoing basis to ensure that it is addressing the staff’s most pressing needs.

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Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Rocketship Si Se Puede Academy:

Not applicable. LEA is a charter school.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Rocketship Si Se Puede Academy:

The use of data and ongoing consultation is a cornerstone of Rocketship Si Se Puede Academy. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. The Charter School holds five Data Days (a full day of analyzing interim assessment data) per year to review a variety of internal and external assessments to determine progress and areas of opportunities. These assessments include: cumulative assessments four times per year, NWEA three times per year, STEP at least four times per year, and the annual CAASPP assessment. During Data Days, the Principal and Network staff help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal assesses the impact of these Data Days by conducting frequent classroom walk-throughs, classroom observations, and meaningful feedback. Since these Data Days are scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal to teachers. Rocketship Si Se Puede Academy teachers receive ongoing coaching and support from the Principal. 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 English Learners and Students with Disabilities. Coaching is a fundamental piece of the instructional model, and, as such, is the main activity for the Principal. As planned, each School Leader was paired with a teacher, and they observed in class and offered feedback both in real time and during weekly one-on-one coaching sessions. Moreover, Rocketship Si Se Puede Academy has developed structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve

academic goals and address school culture needs. Other stakeholders are aware and supportive of this process and review the positive growth that this professional development model achieves. This process ensures that the uses of Title II funds are based on data-driven decisions which work in coordination with other funding and programs supporting students' academics, social- emotional wellness and personal success.

Included in data analysis is input gathered from key stakeholders, including teachers, school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and expert partners.

Quantitative data gathered through annual surveys for all staff and parents. Qualitative data is gathered through coaching sessions, community meetings, and reflections on programs with partners.

These strong feedback processes also insure that Title II programs are linked to other strategies, programs, and activities at Rocketship Si Se Puede Academy. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Stakeholder feedback is a key input into many other ways that the school evolves strategies, programs and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

APPROVED BY CDE

Title II, Part A Contact

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Contact Name

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Contact Email

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California Department of Education

LCAP Federal Addendum System

Title III, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Response from Rocketship Si Se Puede Academy:

Rocketship Si Se Puede Academy has determined that the most effective and high-quality professional development relating to English Learner needs are ongoing training on English Language Development and Guided Language Acquisition Design strategies funded out of Title III. It is important for the teachers to be trained and understand how to implement the English Language Development framework in lessons. The focus is for students to practice English skills and develop academic English in all core content areas throughout the school day. The Charter School provided ongoing professional development sessions throughout the year to help teachers master English Language Development strategies and Guided Language Acquisition Design strategies. The Charter School continued to partner with Project

GLAD to ensure they were teaching the strategies with fidelity, ensuring the teachers were familiar with the ELD Framework developed by the CDE, and rewriting the ELD curriculum in order to provide greater accessibility to content for English Learners and all students in Humanities and STEM.

All new teachers received Guided Language Acquisition Design training at the beginning of the year and returning teachers received a Guided Language Acquisition Design refresher course. Guided Language Acquisition Design strategies are imbedded in all core instruction, including STEM, so that students are practicing English skills in all content areas. Additionally, the Network also restructured ELD training of teachers to offer two sessions to all teachers and greater differentiation for newer teachers in the Spring to support completion of the Guided Language Acquisition Design certificate. The Charter School engaged in one week of on-site coaching on the implementation of English Language Development strategies. Guided Language Acquisition Design supported the implementation of integrated English Language Development throughout the school day and designated English Language Development support in the Humanities block to serve English Learners specifically.

APPROVED BY CDE

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Response from Rocketship Si Se Puede Academy:

N/A

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Response from Rocketship Si Se Puede Academy:

Rocketship Si Se Puede Academy serves 65.8% English Learners the majority of whom speak Spanish. The Charter School offers high-quality language instruction through Structured English Immersion with both daily integrated English Language Development and daily structured English Language Development.

In addition to high-quality teaching utilizing English Language Development and Guided Language Acquisition Design strategies funded out of Title III, Rocketship Si Se Puede Academy has revised the curriculum for English Learners in order to provide greater accessibility to core content for all English Learners. In so doing, the instructional opportunities are enhanced. The Charter School provides daily integrated English Language Development in all core content areas through the use of Guided Language Acquisition Design strategies as well as daily designated English Language Development. This process directly serves and supports English Learners. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Level 3 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III setting including small group instruction or one-on-one instruction. The Principal monitors the use of English Language Development and Guided Language Acquisition Design strategies through classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Guided Language Acquisition Design strategies enhances the existing language instruction of the school through Structured English Immersion including Specially Designed for Academic Instruction in English by upgrading the language instruction and core content instruction.

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English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- B. meeting the challenging State academic standards.

Response from Rocketship Si Se Puede Academy:

Rocketship Si Se Puede Academy makes it a priority to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. The priority of Title III funds supports English Language Development and Guided Language Acquisition Design strategies. These strategies supplement the core program by using these strategies to teach the core curriculum. These are strategies that support the English Learners to access the core curriculum in a manner which makes the core content accessible, meaningful and engaging. The Principal holds the teachers accountable for utilizing these strategies through classroom walk-throughs, classroom observations, frequent and meaningful feedback, and monitoring the growth of the English Learners through quarterly assessments offered through English Language Development cumulative assessments. The Principal ensures consistency of the

use of English Language Development and Guided Language Acquisition Design strategies by providing ongoing professional development sessions throughout the school year. As the teachers analyze the progress English Learners are making toward language acquisition during Data Days and/or professional development session, the English Learners who are not making adequate progress are provided more intensive support through Tier II and Tier III settings including small group instruction or one-on-one instruction.

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Title III, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Contact Phone and Optional Extension

Contact Email

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Rocketship Si Se Puede Academy:

Rocketship Si Se Puede Academy developed this Federal Addendum in consultation with parent leaders during School Site Council and English Learner Advisory Council meetings, teachers during professional development sessions and at the Principal level reviewing the most common strategies or obstacles to success. The stakeholders including teachers, parents, staff and Principal complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Rocketship Public Schools which allows the individual schools to collaborate on supports and resources needed.

Rocketship Si Se Puede Academy is committed to the safe, healthy supportive drug-free environments that support academic achievement through prevention, education and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings and professional development. In order to ensure that the students are safe and healthy, Rocketship Si Se Puede Academy has implemented powerful Positive Behavior Intervention and Supports. The Charter School created the Rocketship Si Se Puede Culture Collective which provides weekly social emotional learning and restorative discipline practices where the students learn how to identify and manage emotions and solve problems with peers and teachers. The students are incentivized by receiving rockets as rewards for positive academic and social behaviors which can be used as currency in the student store. A clip chart is also used to support positive social behaviors. This occurs during Thursday Circles and during such time the teachers review behavioral documentation system and teacher observation of student needs and survey data. The use of the "Kimochi's" curriculum in the lower grades and the "Ruler" approach in the upper grades has integrated safe and healthy practices into the school. This social emotional curriculum has been found to decrease suspension rates, prevent violence, and increase self-esteem and self-regulation. In addition, the Charter School has hired a full-time social worker to ensure the students get the support they need in small group or one-on-one. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution and fewer mental health issues caused by trauma.

The school incorporates Chromebooks and online platforms to supplement the core curriculum and more importantly to provide Online Learning Programs for the students. The benefit of using technology like this support each student and his/her own level. It provides another format to ensure the core curriculum is differentiated in a way that support the students' interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

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Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Contact Phone and Optional Extension

Contact Email

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233